

EXCELLENCE *through* DIVERSITY, EQUITY, & INCLUSION

**2018**

**Faculty and Staff  
Diversity, Equity, and Inclusion  
Campus Climate Survey and Listening Sessions Report**

<b><i>Executive Summary</i></b>	<b>3</b>
Key Findings: Enhancing the Diversity of the Campus Community	4
Key Findings: Broadening Diversity, Equity, and Inclusion Awareness and Skills	7
Key Findings: Broadening Diversity, Equity, and Inclusion Awareness and Skills	8
Key Findings: Strengthening an Inclusive and Equitable Campus Environment	11
Key Findings: Increasing Institutional Commitment to Diversity, Equity, and Inclusion	17
<b><i>Section 1: Overview</i></b>	<b>20</b>
1.1 Introduction	20
1.2 Assessing Campus Climate	21
<b><i>Section 2: Campus Climate for Diversity, Equity, and Inclusion</i></b>	<b>24</b>
2.1 Enhancing the Diversity of the Campus Community	26
2.2 Broadening Diversity, Equity, and Inclusion Awareness and Skills	50
2.3 Strengthening an Inclusive and Equitable Campus Environment	68
2.4 Increasing Institutional Commitment to Diversity, Equity, and Inclusion	104
2.5 Insights and Feedback from Open-Ended Survey Question	118
2.6 Suggestions from “Two Actions” Survey Question	124
<b><i>Section 3: Conclusion and Next Steps</i></b>	<b>132</b>
3.1 Conclusion	132
3.2 Next Steps	132
<b><i>Acknowledgements</i></b>	<b>134</b>
<b><i>Author Bios</i></b>	<b>136</b>
<b><i>Appendices</i></b>	<b>137</b>
A.1 Survey Administration, Response Rates and Representativeness	138
A.2 Strategic Listening Sessions Interest and Participation	158
A.3 Sample Demographics	161

# Executive Summary

## Overview

---

The *Faculty and Staff Diversity, Equity, and Inclusion Campus Climate Survey and Listening Sessions Report* describes the findings from the 2018 University of Iowa Diversity, Equity, and Inclusion Campus Climate Survey for Faculty and Staff administered January through February 2018, and information collected from eight strategic listening sessions held with faculty and staff in April 2018.

The report summarizes the aggregate responses for faculty and for staff, and provides disaggregated responses in order to examine differences in experience by faculty rank and track, staff appointment type, racial/ethnic identity, disability status, citizenship status, gender, sexual orientation, religious affiliation, and political ideology.

## Participation

---

- The University of Iowa Diversity, Equity, and Inclusion Survey for Faculty and Staff had a response rate of 22% with 4,461 respondents: 3,582 staff (21% response rate) and 879 faculty (33% response rate). Tenure-track faculty had the highest response rate among faculty (35%) and clinical-track faculty had the lowest (24%). P&S staff had the highest response rate among staff (33%) and SEIU staff had the lowest (3%).
- The sample of respondents was broadly representative of the faculty and staff as a whole. While up to one-quarter of respondents did not disclose specific demographic information, a comparison of the characteristics of those who did to the University of Iowa faculty and staff population shows that female faculty and staff are over-represented in the survey sample and Asian faculty are under-represented.
- Eighty faculty and staff members participated in eight diversity, equity, and inclusion Strategic Listening Sessions.

## Summary

---

The findings suggest that University of Iowa faculty and staff are generally satisfied with their employment and report both positive experiences and perceptions of campus climate. Yet they also point to a number of areas where a significant share of respondents report dissatisfaction and negative experiences and perceptions of campus climate. The specific findings and broader patterns described in this report document those several areas where there are significant differences in faculty and staff experiences and perceptions of campus climate. In many cases, these differences in experiences map onto social identities, statuses, and characteristics.

The key findings are organized around four topics: (1) Enhancing the Diversity of the Campus Community; (2) Broadening Diversity, Equity, and Inclusion Awareness and Skills; (3) Strengthening an Inclusive and Equitable Campus Environment; and (4) Increasing Institutional Commitment to Diversity, Equity, and Inclusion. Each section describes the key findings from both the survey results and the strategic listening sessions, and highlights overall patterns and significant differences across groups.

## Key Findings: Enhancing the Diversity of the Campus Community

---

### **Overall**

Faculty and staff as a whole report relatively high levels of satisfaction with employment and employment practices, perceive current campus initiatives as having a positive impact on campus climate, and report frequent opportunities to interact with people with different social identities and characteristics. Given the opportunity to offer concrete suggestions (in the listening sessions and open-ended survey questions), faculty and staff suggested incorporating diversity, equity, and inclusion goals and values in recruitment and retention practices, engaging in proactive and intentional strategies for attracting diverse talent, increasing diversity in promotion and leadership, greater efforts in retaining diverse faculty and staff, and recognizing and providing support for diverse faculty and staff.

### ***Satisfaction with Employment***

---

More than three-quarters of faculty and staff report being somewhat or very satisfied with being a faculty or staff member at the University of Iowa (76%), that they would decide again to become a faculty or staff person (79%), and that they would encourage someone who shares their social identities to accept a faculty or staff position at the University (80%). At the same time, however, 39% of faculty and staff report that they have seriously considered leaving the University in the past 12 months. Among those who have considered leaving the University, 60% of staff and 47% of faculty identify departmental climate as one of the reasons they have considered leaving.

### ***Recruitment and Retention***

---

In terms of recruitment and retention efforts, 85% of respondents agree that their college or unit makes genuine efforts to recruit and retain female faculty and staff, and three-quarters (76%) agree that their college or unit makes genuine efforts to recruit and retain under-represented racial minority (URM) faculty and staff.

### ***Employment Practices***

---

More than one-quarter (28%) of respondents report that they have observed employment practices at the University of Iowa that they perceive are unfair and get in the way of diversifying the faculty, staff, and administration. The most commonly reported employment practice getting in the way of diversifying the campus community was hiring bias, followed by inequitable distribution of work, and for faculty, a lack of effort to diversify the applicant pool.

### ***Current University of Iowa Initiatives for Enhancing the Diversity of the Campus***

---

More than 50% of respondents perceive campus initiatives related to diversifying the campus community and providing mentoring as having a positive impact on campus climate.

## Key Findings: Enhancing the Diversity of the Campus Community

### **Group-Based Disparities**

#### ***Race/Ethnicity***

---

URM faculty and staff are much less likely than white faculty or staff to express satisfaction with their employment and employment practices. More than 50% of URM faculty report having seriously considered leaving the University in the past 12 months.

#### ***Gender***

---

Women faculty are less likely to report satisfaction with employment and employment practices, and are more likely to report considering leaving the University. Among staff, men are more likely report satisfaction with employment, and are also more likely to report considering leaving.

#### ***Sexual Orientation***

---

LGBQ faculty and staff are less likely than heterosexual faculty or staff to express satisfaction with their employment and employment practices.

#### ***Citizenship Status***

---

There are no statistically significant differences between faculty and staff who are citizens and those who are not in their satisfaction with working at the University of Iowa, with the exception that faculty and staff who are citizens are more likely to report considering leaving the University.

#### ***Ability Status***

---

Faculty and staff who self-identify as having a disability are much less likely than faculty and staff who do not self-identify as having a disability to express satisfaction with their employment and employment practices.

#### ***Political Ideology***

---

There are no statistically significant differences between faculty and staff with varying political identities and employment satisfaction. Politically liberal faculty and staff are less likely than politically conservative faculty or staff to express satisfaction with current employment practices.

#### ***Religious Affiliation***

---

Non-religious faculty and staff and faculty and staff with other religious affiliations are less likely to express satisfaction with their employment and employment practices compared to faculty and staff who identify as Christian.

### ***Faculty Compared to Staff***

---

Faculty are less likely than staff to express satisfaction with employment and employment practices. However, faculty are more likely to report that current UI mentoring programs for faculty and staff positively impact campus climate compared to staff, and are also more likely to report having opportunities to interact with people who differ from them in terms of social identities and characteristics.

### ***Faculty Rank or Track***

---

Associate professors are less likely than full professors to express satisfaction with employment and employment practices.

### ***Staff Type***

---

Merit staff are less likely than P&S staff to express satisfaction with their employment and employment practices. Merit staff are also less likely to report that current UI initiatives to diversify the campus community are positively impacting campus climate compared to P&S staff.

For more detailed descriptions of the group-based analyses, see pages 30-35.

## Key Findings: Broadening Diversity, Equity, and Inclusion Awareness and Skills

---

### **Overall**

There is broad support among faculty and staff for campus programs to enhance awareness and skills related to diversity, equity, and inclusion. This support is documented by both survey responses and by observations made in the listening sessions and open-ended survey responses. In the latter, participants underscored not just the importance of these efforts, but also the urgency of expanding their scope and reach and the importance of establishing robust mechanisms for assessment and accountability. There is a stark contrast between the vast majority of respondents who report that they personally value diversity, equity, and inclusion and support increasing efforts to achieve diversity, equity, and inclusion-related goals, and a much smaller group of respondents who see diversity, equity, and inclusion as distracting attention from the academic mission of the University, and think that there is too much emphasis on issues of diversity, equity, and inclusion at the University.

### ***Training and Professional Development***

---

Fewer than 50% of faculty and staff report participating in a diversity-related professional development opportunity offered on campus in the past 12 months. Among those who reported participating, 91% agreed that their participation in the training increased their effectiveness in promoting diversity, equity, and inclusion.

### ***Current University of Iowa Initiatives: Trainings and Professional Development***

---

Approximately 60% of faculty and staff report that diversity, equity, and inclusion training and professional development programs for faculty and staff and unconscious bias training and related resources for search committees are having a positive impact on campus climate. Among staff who report participating in a diversity-related professional development opportunity offered on campus in the past 12 months, 75% agree that diversity, equity, and inclusion training and professional development programs for faculty and staff have a positive impact on campus climate (67% of faculty who have participated agree).

### ***Personal Values and Beliefs***

---

More than 90% of faculty and staff report that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them. However, 31% of staff and 23% of faculty feel that there is too much emphasis put on issues of diversity, equity, and inclusion at the University of Iowa; and 22% of staff and 15% of faculty feel that attention to diversity, equity, and inclusion distracts us from achieving our academic mission.

### ***Self-Assessed Competencies and Skills***

---

The vast majority of faculty and staff report high levels of skill and competency related to diversity, equity, and inclusion, and those who report participating in a diversity-related professional development opportunity report higher levels than those who do not.

## Key Findings: Broadening Diversity, Equity, and Inclusion Awareness and Skills

---

### **Group-Based Disparities**

#### ***Race/Ethnicity***

---

A higher percentage of URM faculty report being skilled at identifying and interrupting unconscious bias in their workplace compared to white faculty. Asian faculty and staff report less participation in diversity-related professional development and Asian faculty are the most likely to report that there is too much emphasis on issues of diversity, equity, and inclusion.

#### ***Gender***

---

Women faculty and staff are more likely to report participating in diversity-related professional development and perceive the training as effective compared to men. Women faculty and staff are also more likely than men to report that current University of Iowa professional development and training are contributing to a positive campus climate. Women faculty and staff are more likely to report valuing diversity, equity, and inclusion, and women staff are less likely to report that there is too much emphasis on diversity, equity, and inclusion or that attention to the diversity, equity, and inclusion distracts us from achieving our academic mission. There are no significant gender differences in self-reported skills and competencies related to diversity, equity, and inclusion.

#### ***Sexual Orientation***

---

LGBQ faculty and staff are more likely to report participating in diversity-related professional development, and LGBQ staff are more likely to report that current University of Iowa professional development and training are contributing to a positive campus climate compared to their heterosexual colleagues. LGBQ staff are more likely to report valuing diversity, equity, and inclusion, and they are less likely to report that there is too much emphasis on diversity, equity, and inclusion, or that attention to the diversity, equity, and inclusion distracts us from achieving our academic mission compared to heterosexual staff. There are no significant sexual orientation differences in self-reported skills and competencies related to diversity, equity, and inclusion.

#### ***Citizenship Status***

---

There are no statistically significant differences between faculty and staff who are citizens and those who are not in their self-assessed competencies and skills related to diversity, equity, and inclusion. There are also no significant differences in the assessments of these groups of current University of Iowa professional development and training programs. Non-citizen faculty are less likely than citizen faculty to report participation in a diversity-related training, and are more likely to report that there is too much emphasis on diversity, equity, and inclusion at the University of Iowa.

## ***Ability Status***

---

Staff who identify as having a disability are more likely to report participating in a diversity-related professional development. Faculty who self-identify as having a disability are less likely to report that the current University of Iowa program that provides unconscious bias training for search committees is contributing to a positive campus climate compared to their heterosexual colleagues. Faculty who self-identify as having a disability are also less likely to report that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them. There are no significant ability status differences in self-reported skills and competencies related to diversity, equity, and inclusion.

## ***Political Ideology***

---

The vast majority of both liberal and conservative faculty and staff report that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them. Faculty and staff who identify as politically liberal are more likely to report that they have participated in a diversity-related professional development compared to faculty and staff who identify as politically conservative. A higher percentage of faculty and staff who identify as conservative as compared to those who identify as liberal report that there is too much emphasis on issues of diversity, equity, and inclusion at the University of Iowa and that attention to diversity, equity, and inclusion distracts us from achieving our academic mission. Staff and faculty who identify as politically liberal self-assess themselves higher than staff and faculty who identify as politically conservative on diversity, equity, and inclusion-related competencies and skills.

## ***Religious Affiliation***

---

There is not a significant difference between faculty and staff of different religious affiliations in reporting that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them. A higher percentage of staff who have a non-Christian religious affiliation compared to those with a Christian religious affiliation report participating in a diversity-related professional development opportunity offered on campus in the past 12 months, and report that current University professional development and training programs are positively impacting campus climate. A higher percentage of faculty and staff who have a Christian religious affiliation report that there is too much emphasis on diversity, equity, and inclusion at the University compared to faculty and staff who report being non-religious. There are no significant differences between faculty and staff with different religious affiliations in their self-assessment of their own competencies and skills related to diversity, equity, and inclusion.

## ***Faculty Compared to Staff***

---

A higher percentage of faculty report participating in a diversity-related professional development opportunity offered on campus in the past 12 months compared to staff. A higher percentage of staff report that current University of Iowa diversity, equity, and inclusion training and professional development programs for faculty and staff are positively impacting campus climate compared to faculty. A higher percentage of staff compared to faculty report that there is too much emphasis on diversity, equity, and inclusion at the University, and that attention to

diversity, equity, and inclusion distracts us from achieving our academic mission. There are no significant differences between faculty and staff on three of the four items asking respondents to self-assess their own competencies and skills related to diversity, equity, and inclusion.

### ***Faculty Rank or Track***

---

There are no significant differences between faculty of different ranks or tracks in participation in diversity-related professional development, assessments of current University of Iowa initiatives related to training and professional development, personal values related to diversity, equity, or inclusion, or their own self-assessment of their competencies and skills related to diversity, equity, and inclusion.

### ***Staff Type***

---

A higher percentage of P&S staff report participating in a diversity-related professional development opportunity offered on campus in the past 12 months compared to other staff. Higher percentages of P&S staff report current University initiatives related to professional development are positively influencing campus climate. A higher percentage of P&S staff report that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them compared to Merit staff, and a higher percentage of Merit staff report that there is too much emphasis on issues of diversity, equity, and inclusion at the University, and that attention to diversity, equity, and inclusion distracts us from achieving our academic mission. P&S staff self-assess their own competencies and skills related to diversity, equity, and inclusion higher than Merit staff.

For more detailed descriptions of the group-based analyses, see pages 53-58.

## Key Findings: Strengthening an Inclusive and Equitable Campus Environment

---

### **Overall**

Overall, faculty and staff report feeling valued as members of the University community and have fairly positive experiences of their work environment and campus climate. However, nearly half of faculty and staff report experiencing discrimination in the past 12 months at the University of Iowa. The most prevalent discriminatory experience reported is age, followed by political opinions, beliefs, or ideology, and gender identity or gender expression. To improve inclusiveness and equitability of the campus environment, participants in the strategic listening sessions suggested creating a stronger sense of community, providing social opportunities to interact with others, instilling diversity, equity, and inclusion goals and values much more thoroughly and intentionally in campus life, and broadening the attention given to cultural resources on and off campus.

### ***Perceptions of Value***

---

The vast majority of faculty and staff report that they feel valued as an individual at the University of Iowa (86% of faculty and 85% of staff). Among faculty, the vast majority also report that their colleagues value their research (84%).

### ***Experiences with Discrimination***

---

Almost 50% of respondents report experiencing obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months. The most commonly reported type of discriminatory experience is age, reported by 27% of staff and 24% of faculty. For faculty, the second most common type of discriminatory experience reported is gender identity or gender expression (23%). For staff, the second most common type of discriminatory experience reported is political ideology, opinions, or belief (18%).

### ***Experiences of Work Environment***

---

The vast majority of faculty report that their department has a collegial environment (86%). However, among faculty who reported that they have seriously considered leaving in the past year, a much lower percentage agree that their department has a collegial environment (74%). Similarly, the vast majority of staff report that their department has a respectful environment (87%). However, among staff who reported that they have seriously considered leaving in the past year, a much lower percentage agree that their department has a respectful environment (72%).

The overwhelming majority of faculty and staff report being able to perform up to their potential at the University (84%), and almost three-quarters of faculty and staff report that they have a voice in the decision-making process that affects the directions of their department/unit. At the same time, approximately 40% of faculty and staff report that they are reluctant to bring up issues that concern them for fear that it will affect their performance evaluation or promotion.

### ***Comparisons to Co-Workers***

---

Faculty and staff respondents were asked a series of questions inquiring whether they need to work harder than their colleagues/co-workers on a variety of things e.g. be respected as a scholar or professional, have their ideas heard, achieve recognition, support URM students, staff, and faculty, etc. Among faculty, more than 50% reported that they need to work harder to be respected as a scholar. Among staff, almost 50% reported that they need to work harder to be respected as a professional or achieve the recognition.

### ***Climate Perceptions***

---

The vast majority of faculty and staff agree that the University of Iowa provides an environment for the free and open expression of ideas, opinions, and beliefs. Almost three-quarters of faculty and staff report that they are somewhat or very satisfied with the campus climate/environment that they have experienced at the University of Iowa in the past 12 months.

When asked how they would rate the overall climate at the University of Iowa for faculty, staff and students who have a variety of different social identities and characteristics, one-quarter of faculty and staff reported that they perceive the climate to be somewhat or very hostile for politically conservative individuals, URM individuals (11%), immigrants or non-citizens (11%), women (9%), individuals with disabilities (7%), LGBTQ individuals (5%), veterans (3%), men (3%), and politically liberal individuals (2%).

### ***University of Iowa Initiatives to Create Inclusive Climate***

---

More than 50% of faculty and staff report that efforts to increase the diversity of invited campus speakers, lectures, performances, supporting UI faculty/staff constituency councils (e.g., UI Latino Council, African American Council, LGBTQ Association), and efforts to create a welcoming community in Iowa City/Coralville are positively impacting campus climate.

## Key Findings: Strengthening an Inclusive and Equitable Campus Environment

### Group-Based Disparities

#### ***Race/Ethnicity***

---

More than 50% of URM faculty and staff report that they have experienced either obvious/blatant or subtle discrimination because of their racial or ethnic identity at the University of Iowa in the past 12 months. A lower percentage of URM staff report that they feel valued as an individual at the University of Iowa or that are able to perform up to their full potential at the University. A higher percentage of URM faculty and staff compared to white faculty and staff report that they have to work harder than their colleagues/co-workers to be respected as a scholar or professional, to support underrepresented minority students, staff, and faculty, to achieve the same recognition, to have their ideas heard, to create community with people who share their social identities, to access mentoring, to be nominated for awards and honors, and to access informal social networks. A higher percentage of URM faculty and staff report that the overall climate at the University of Iowa for faculty, staff, and students who are underrepresented U.S. racial/ethnic minorities is somewhat or very hostile, and a lower percentage of URM staff report that they are satisfied with the overall campus climate/environment that they have experienced at the University of Iowa in the past 12 months.

#### ***Gender***

---

A lower percentage of women faculty report that they have been satisfied with the campus climate/environment that they have experienced, that their colleagues value their research, that their department has a collegial environment, or that they have a voice in decision-making in their department compared to men. A higher percentage of women faculty and staff report that they have to work harder than their colleagues/co-workers to be respected as a scholar or professional, to support underrepresented minority students, staff, and faculty, to achieve the same recognition, to have their ideas heard, or to access mentoring. Trans\* identified or non-binary gender identified staff are the most likely to report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months because of their gender identity or expression (68%) followed by women faculty (40%). A higher percentage of women faculty and staff report that the overall climate at the University of Iowa for faculty, staff, and students who are women is somewhat or very hostile.

#### ***Sexual Orientation***

---

LGBQ faculty are less likely to report feeling valued or satisfied with the overall campus climate they have experienced, and are more likely to report that the campus climate is somewhat or very hostile to LGBQ individuals. More than half of LGBQ faculty and one-quarter of LGBQ staff report experiencing discrimination because of their sexual orientation or identity at the University of Iowa in the past 12 months. A higher percentage of LGBQ faculty and staff report that they have to work harder than their colleagues/co-workers to achieve the same recognition, to support underrepresented minority students, staff, and faculty, to access mentoring, to create

community with people who share my social identities, and to gain access to informal social networks.

### ***Citizenship Status***

---

There are no statistically significant differences between faculty and staff who are citizens and non-citizens in being satisfied with the overall campus climate/environment that they have experienced at the University of Iowa, feeling valued as an individual at the University of Iowa, being able to perform to their full potential, or having a voice in decision-making in their unit. And among faculty there are no significant differences in reporting that colleagues value their research or that their department has a collegial environment. A higher percentage of non-citizen faculty and staff report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa because of their immigrant or international status or national origin in the past 12 months compared to their citizen colleagues.

### ***Ability Status***

---

Almost 40% of faculty and staff with a self-identified disability report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa because of their ability or disability status in the past 12 months. A lower percentage of faculty and staff with a self-identified disability report that they are satisfied with the overall campus climate/environment that they have experienced in the past 12 months at the University of Iowa compared to faculty and staff without a self-identified disability. A lower percentage of staff with a self-identified disability report that they feel valued as an individual at the University of Iowa, that they have a voice in decision-making in their unit or department, or that they are able to reach their full potential at the University. A lower percentage of faculty with a self-identified disability report that their department has a collegial environment, and a higher percentage report that they are reluctant to bring up issues that concern them for fear that it will affect their performance evaluation or promotion. A higher percentage of faculty and staff with a self-identified disability report that they have to work harder than their colleagues/co-workers to support underrepresented minority students, staff, and faculty, to have their ideas heard, to access informal social networks, to create community with people who share their social identities, and to be nominated for awards and honors. A higher percentage of faculty and staff with a self-identified disability report that the overall climate at the University of Iowa for faculty, staff, and students who have a disability is somewhat or very hostile compared to faculty and staff without a self-identified disability.

### ***Political Ideology***

---

There are no significant differences among faculty or staff of different political orientations in being satisfied with the overall campus climate or environment they have experienced at the University of Iowa in the past 12 months, feeling valued as an individual at the University of Iowa, in reporting that their department has a collegial and respectful work environment, that they have a voice in the decision-making process that affects the direction of their unit or department, or that they are able to reach their full potential at the University of Iowa, or among faculty in reporting that their colleagues value their research. Approximately 50% of politically

conservative faculty and almost 30% of politically conservative staff report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa because of their political beliefs, opinions, or ideology in the past 12 months. Almost 50% of politically conservative faculty and staff report that the overall climate for politically conservative faculty, staff, or students is somewhat or very hostile. A lower percentage of politically conservative faculty and staff report that the University of Iowa provides an environment for the free and open expression of ideas, opinions, and beliefs compared to politically liberal faculty and staff.

### ***Religious Affiliation***

---

A higher percentage of staff with a Christian religious affiliation report that their department/unit has a respectful environment and that they are satisfied with the overall campus climate/environment that they have experienced at the University of Iowa in the past 12 months compared to staff with a non-religious affiliation, and higher percentage of staff with a Christian religious affiliation report that they are able to reach their full potential compared to staff with a non-Christian religious affiliation. A higher percentage of faculty with a Christian religious affiliation report feeling valued as an individual at the University of Iowa compared to faculty with a non-Christian religious affiliation. Faculty and staff with a non-Christian religious affiliation are the most likely to report experiencing obvious/blatant or subtle discrimination at the University of Iowa because of their religion. A higher percentage of faculty and staff with a non-Christian religious affiliation report that they have to work harder than their colleagues/co-workers to support underrepresented minority students, staff, and faculty, to be nominated for awards and honors, to create community with people who share my social identities, to gain access to informal social networks, and to access mentoring. A lower percentage of faculty with a Christian religious affiliation report that the University of Iowa provides an environment for the free and open expression of ideas, opinions, and beliefs compared to non-religious faculty.

### ***Faculty Compared to Staff***

---

There are no significant differences between faculty and staff in being satisfied with the overall campus climate/environment that they have experienced in the past 12 months at the University of Iowa, or in reporting that they feel valued as an individual at the University, and that they are able to perform up to their full potential at the University. A higher percentage of faculty compared to staff report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa because of their gender identity or gender expression, immigrant or international status or national origin, and racial or ethnic identity. A higher percentage of faculty compared to staff report that they have to work harder than their colleagues/co-workers to be respected as a scholar, support underrepresented minority students, staff, and faculty, gain access to informal social networks, create community with people who share their social identities, and access mentoring.

### ***Faculty Rank or Track***

---

There are no significant differences among faculty in being satisfied with the overall campus climate/environment that they have experienced in the past 12 months at the University of Iowa, or in reporting that they feel valued as an individual at the University, and that they are able to

perform up to their full potential at the University. A higher percentage of associate professors compared to full professors report that they have to work harder than their colleagues/co-workers to be respected as a scholar, achieve the same recognition, support underrepresented minority students, staff, and faculty, and access mentoring. A lower percentage of lecturers compared to assistant, associate, or full professors report that they have a voice in the decision-making process that affects the direction of their department/unit.

### **Staff Type**

---

A lower percentage of Merit staff report being satisfied with the overall campus climate/environment they have experienced at the University of Iowa in the past 12 months, feeling valued as an individual at the University of Iowa, that their department/unit has a respectful work environment, have a voice in the decision-making process in their department/unit, or are able to perform up to their full potential at the University. A higher percentage of Merit staff report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months because of their ability or disability status and because of their socioeconomic status or social class. A higher percentage of P&S staff report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months because of their gender identity or gender expression

For more detailed descriptions of the group-based analyses, see pages 73-85.

## Key Findings: Increasing Institutional Commitment to Diversity, Equity, and Inclusion

---

### **Overall**

Most faculty and staff agree that the University has a strong commitment to diversity, equity, and inclusion and that diversity, equity, and inclusion is implemented and effectively promoted by the University. The listening sessions and open-ended survey questions made it clear that even those strongly supportive to campus diversity, equity, and inclusion efforts are frustrated by our inability to fully live up to those commitments. On this score, respondents cited insufficient resources, uneven commitments or buy-in from different units or departments, and inadequate accountability metrics or mechanisms. To increase institutional commitment to diversity, equity, and inclusion, participants suggested improving the communication, messaging, and promotion around diversity, equity, and inclusion policies and programs; highlighting diversity, equity, and inclusion initiatives and champions; increasing transparency and accountability; integrating diversity, equity, and inclusion into all aspects of campus; involving leadership; and providing adequate resources specifically for diversity, equity, and inclusion.

### ***Perceptions of Commitment to Diversity, Equity, and Inclusion***

---

The vast majority of faculty and staff report that the University has a strong commitment to diversity, equity, and inclusion (91%).

### ***Implementation and Promotion of Diversity, Equity, and Inclusion***

---

The vast majority of faculty and staff report that diversity, equity and inclusion are implemented and effectively promoted by central administration (88%), college/unit leadership (87%), and department leadership (84%).

### ***Value of Diversity-Related Contributions***

---

More than three-quarters of faculty report that their diversity-related service contributions have been/will be valued for promotion or tenure (77%), and more than two-thirds report that their diversity-related teaching and research contributions will be valued (72% and 64% respectively).

## Key Findings: Increasing Institutional Commitment to Diversity, Equity, and Inclusion

### **Group-Based Disparities**

#### ***Race/Ethnicity***

---

A lower percentage of URM faculty report that their diversity-related contributions have been or will be valued for promotion or tenure in the areas of research, teaching, and service. A lower percentage of URM staff agree that diversity, equity, and inclusion are implemented and effectively promoted by central administration, college/unit leadership, and department leadership. A lower percentage of URM faculty and staff report that the University has a strong commitment to diversity, equity, and inclusion.

#### ***Gender***

---

A lower percentage of trans\* or non-binary gender identified staff report that the University has a strong commitment to diversity, equity, and inclusion. Among staff, a higher percentage of men agree that diversity, equity, and inclusion are implemented and effectively promoted by college/unit leadership, and a lower percentage of trans\* or non-binary gender identified individuals agree that diversity, equity, and inclusion are implemented and effectively promoted by department leadership. Among faculty, a lower percentage of women agree that diversity, equity, and inclusion are implemented and effectively promoted by department leadership.

#### ***Sexual Orientation***

---

A lower percentage of LGBTQ staff report that the University has a strong commitment to diversity, equity, and inclusion. A higher percentage of heterosexual faculty and staff agree that diversity, equity, and inclusion are implemented and effectively promoted by central administration and college/unit leadership.

#### ***Citizenship Status***

---

There are no statistically significant differences between faculty and staff who are citizens and those who are not in their assessment of the University of Iowa's commitment to diversity, equity, and inclusion, or in the effectiveness of leadership in promoting diversity, equity, and inclusion.

#### ***Ability Status***

---

A lower percentage of staff with a self-identified disability report that the University has a strong commitment to diversity, equity, and inclusion. A lower percentage of faculty and staff with a self-identified disability agree that diversity, equity, and inclusion are implemented and effectively promoted by central administration. A lower percentage of staff with a self-identified disability agree that diversity, equity, and inclusion are implemented and effectively promoted by college/unit leadership or department leadership.

### ***Political Ideology***

---

There are no statistically significant differences between faculty and staff with different political ideologies in their assessment of the University of Iowa's commitment to diversity, equity, and inclusion. A lower percentage of politically liberal staff agree that diversity, equity, and inclusion are implemented and effectively promoted by central administration, or college/unit leadership, or department leadership.

### ***Religious Affiliation***

---

A higher percentage of staff with a Christian religious affiliation report that the University has a strong commitment to diversity, equity, and inclusion. A higher percentage of faculty and staff with a Christian religious affiliation agree that diversity, equity, and inclusion are implemented and effectively promoted by central administration, or department leadership.

### ***Faculty Compared to Staff***

---

There are no statistically significant differences between faculty and staff in their assessment of the University of Iowa's commitment to diversity, equity, and inclusion, or in the effectiveness of leadership in promoting diversity, equity, and inclusion.

### ***Faculty Rank or Track***

---

A lower percentage of associate professors agree that diversity, equity, and inclusion are implemented and effectively promoted by college/unit leadership. A lower percentage of associate professors report that their diversity-related contributions have been or will be valued for promotion or tenure in the areas of research or service.

### ***Staff Type***

---

There are no statistically significant differences among staff types in their assessment of the University of Iowa's commitment to diversity, equity, and inclusion, or in the effectiveness of leadership in promoting diversity, equity, and inclusion.

For more detailed descriptions of the group-based analyses, see pages 106-109.

# Section 1: Overview

## 1.1 Introduction

---

The University of Iowa values diversity among its students, faculty, and staff, and is committed to providing an inclusive, equitable, and welcoming environment for all.

An important step in enhancing diversity and achieving inclusion and equity is using a research-informed process to assess the University of Iowa's areas of strength and opportunities for growth.

The purpose of this report is to document the University of Iowa campus climate for diversity, equity, and inclusion from the perspective of the faculty and staff. The report is based on an analysis of the 2018 UI Diversity, Equity, and Inclusion Campus Climate Survey for Faculty and Staff, and information collected from eight strategic listening sessions held with faculty and staff in April 2018.

The report describes the key findings related to:

- Enhancing the diversity of the campus community
- Broadening diversity, equity and inclusion awareness and skills
- Strengthening an inclusive and equitable campus environment
- Increasing institutional commitment to diversity, equity and inclusion

The survey data examining various dimensions of campus climate for diversity, equity, and inclusion are reported for all faculty and staff as well as disaggregated to examine differences in experience by racial/ethnic identity, sex, gender, sexual orientation, citizenship status, disability status, political orientation, and religious affiliation.

The report also describes feedback and suggestions related to diversity, equity, and inclusion received from survey respondents and strategic listening session (focus group) participants.

The report concludes with a brief discussion of the key findings and how these findings can inform the ongoing diversity, equity, and inclusion work at the University of Iowa.



Excellence *through*  
Diversity, Equity,  
and Inclusion

The University of Iowa's status as a premier research university depends on the robust exchange of ideas. The diversity of our students, faculty, and staff helps us fulfill our mission to explore, discover, create, and engage. Thus, we are committed to supporting every Hawkeye's pursuit of excellence. As we enhance the breadth and depth of our perspectives, we purposefully prepare for our future. Our ability to foster an equitable and inclusive environment for all who join the UI family will determine our collective success. We eagerly accept this challenge.

At the UI, we achieve excellence through diversity, equity, and inclusion.



# EXCELLENCE *through* DIVERSITY, EQUITY, AND INCLUSION

## 1.2 Assessing Campus Climate

Faculty, staff, and students thrive when they are in an environment in which they are supported and respected. Beginning in January 2018, a comprehensive data collection strategy was used to assess campus climate related to diversity, equity, and inclusion from the perspective of multiple stakeholder groups at the University of Iowa. Three goals motivated the collection of this information.

### Goals in Assessing Campus Climate

1. Gaining a systematic understanding of campus climate.
2. Establishing a baseline for measuring change in campus climate over time.
3. Informing future planning including a Diversity, Equity, and Inclusion Action Plan.

### Comprehensive Data Collection Plan

The data collection strategies were designed to follow best practices in collecting information from key campus stakeholders, obtaining both quantitative and qualitative data, and gathering information that captures a multitude of experiences and dimensions of campus climate.

### Comprehensive Data Collection Plan for Assessing Campus Climate

#### Faculty and Staff

2018 UI Diversity, Equity, and Inclusion Campus Climate Survey for Faculty and Staff  
Administration: Jan-Feb 2018  
Strategic Listening Sessions  
Convened: April 2018

#### Undergraduate Students

2013-2018 SERU DEI-related items and selected items from the UI DEI Campus Climate Survey  
Administration: March-May 2018  
Strategic Listening Sessions  
Convened: Oct-Dec 2018

#### Graduate Students

2018 graduate version of SERU and selected items from the UI DEI Campus Climate Survey  
Administration: March-May 2018  
Strategic Listening Sessions  
Convened: Oct-Dec 2018

#### Professional Students

Selected items from the 2018 graduate SERU and UI DEI Campus Climate Survey  
Administration: Feb-March 2019  
Strategic Listening Sessions  
Planned for: April 2019

#### Postdoctoral Scholars and Post-Graduate Trainees

Selected items from the 2018 graduate SERU and UI DEI Campus Climate Survey  
Administration: Feb-March 2019  
Strategic Listening Sessions  
Planned for: April 2019

## ***Survey-Based Assessment of Campus Climate***

---

Key campus stakeholders were reached through five related survey assessments of campus climate.

### *University of Iowa Faculty and Staff Diversity, Equity, and Inclusion Campus Climate Survey*

In Fall 2017, representatives from the Charter Committee on Diversity, the Office of the Provost, and the Chief Diversity Officer designed a survey for the faculty and staff specific to diversity, equity, and inclusion issues. In designing the survey, this group reviewed faculty and staff surveys administered at peer institutions and used these as a basis for the development of the University of Iowa-specific survey (see Appendix Table A5 for specific sources for each survey item). The survey included items related to personal experiences on campus; individual skills, behaviors, and values related to diversity, equity, and inclusion; and perceptions of the campus environment and the University's commitment to diversity, equity, and inclusion.

### *Undergraduate and Graduate Student Surveys*

To obtain data from undergraduate and graduate students at the University of Iowa, the Student Experiences of Research Universities (SERU) survey was administered in Spring 2018. The SERU survey instrument focuses broadly on student experiences, academic engagement, and learning outcomes. The undergraduate version of the SERU survey was administered to undergraduate students, and the graduate version was administered to graduate students. The SERU survey instrument is not a survey specifically designed to capture experiences related to diversity, equity, and inclusion, however, it does include a number of relevant items.

In addition to utilizing these diversity, equity, and inclusion-related items in the SERU survey instrument, 37 items from the University of Iowa Faculty and Staff Diversity, Equity, and Inclusion Campus Climate Survey were added (see Appendix Table A6 for list of survey items “matched” across the surveys).

### *Professional Student Survey*

To obtain data from professional students at the University of Iowa, a survey instrument was designed by the Office of Assessment and Charter Committee on Diversity that included items from the graduate version of the Student Experiences of Research Universities (SERU) survey and items from the University of Iowa Faculty and Staff Diversity, Equity, and Inclusion Campus Climate Survey. This survey was administered to professional students in the Carver College of Medicine, College of Dentistry, College of Law, College of Pharmacy, and the Tippie College of Business in Spring 2019.

### *Postdoctoral Scholar and Post-Graduate Trainee Survey*

To obtain data from postdoctoral scholars and post-graduate trainees (residents and fellows) at the University of Iowa, a survey instrument was designed by the Office of Assessment and Charter Committee on Diversity that included items from the University of Iowa Faculty and Staff Diversity, Equity, and Inclusion Campus Climate Survey and a handful of items from the graduate version of the Student Experiences of Research Universities (SERU) survey. This survey was administered to

postdoctoral scholars in the Graduate College, and post-graduate trainees in the Carver College of Medicine in Spring 2019.

### ***Strategic Listening Sessions***

---

In addition to survey-based assessments of campus climate, strategic listening sessions were conducted with each stakeholder group. These sessions were convened in order to better understand the experiences of stakeholders, and to gather stakeholder input regarding specific strategies for improving our campus climate.

The faculty and staff strategic listening sessions were convened in Spring 2018, and the undergraduate and graduate student listening sessions were convened in Fall 2018. Sessions for professional students, post-graduate trainees, and postdoctoral scholars are planned for Spring 2019.

## **Campus-wide Paradigm Shift from “Diversity” to Diversity, Equity, and Inclusion**

---

### **DIVERSITY**

Diversity refers to all aspects of human difference, social identities, and social group differences, including but not limited to race, ethnicity, creed, color, sex, gender, gender identity, sexual identity, socio-economic status, language, culture, national origin, religion/spirituality, age, (dis)ability, military/veteran status, political perspective, and associational preferences.

### **EQUITY**

Equity refers to fair and just practices and policies that ensure all campus community members can thrive. Equity is different than equality in that equality implies treating everyone as if their experiences are exactly the same. Being equitable means acknowledging and addressing structural inequalities – historic and current – that advantage some and disadvantage others. Equal treatment results in equity only if everyone starts with equal access to opportunities.

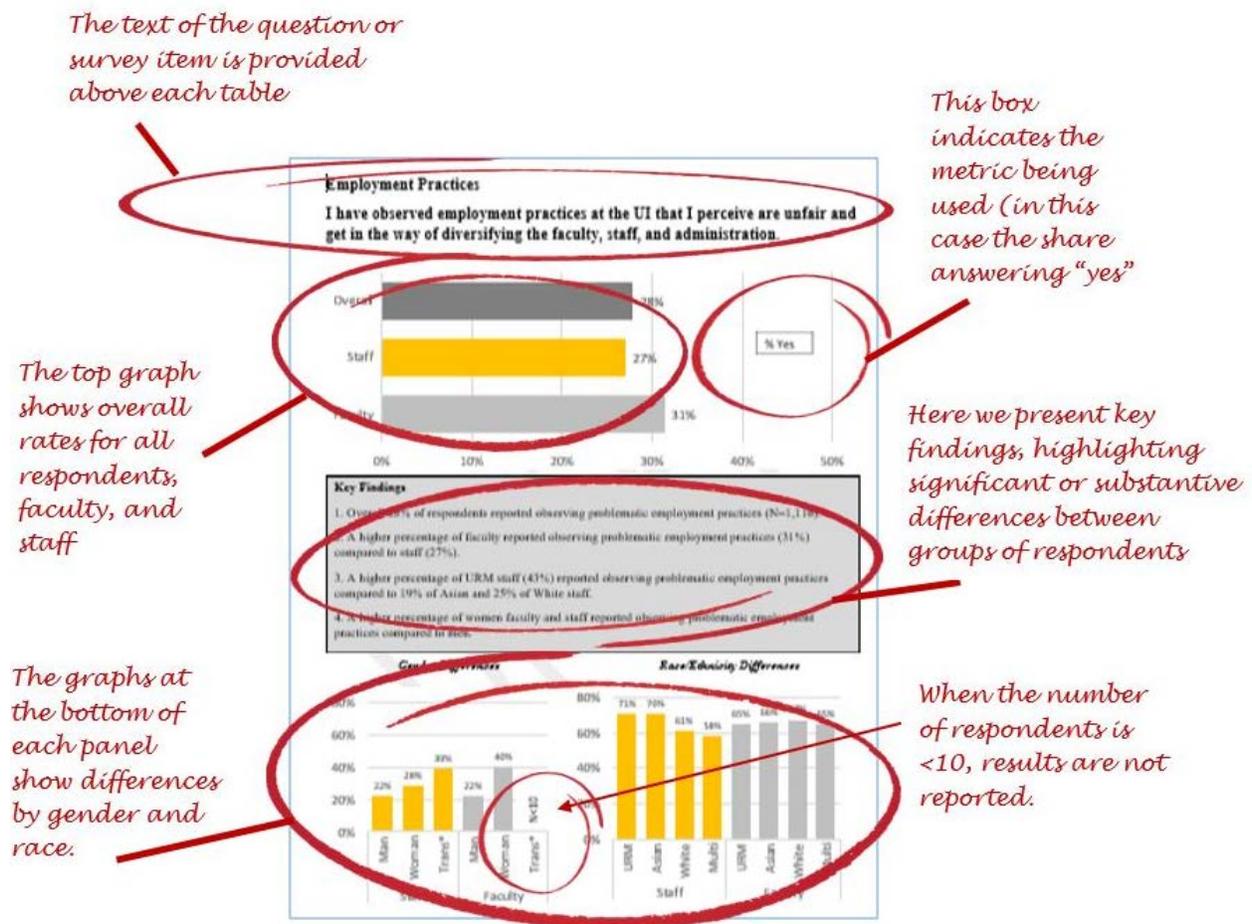
### **INCLUSION**

Inclusion refers to a campus community where all members are and feel respected, have a sense of belonging, and are able to participate and achieve to their potential. While diversity is essential, it is not sufficient. An institution can be both diverse and non-inclusive at the same time, thus a sustained practice of creating inclusive environments is necessary for success.

# Section 2: Campus Climate for Diversity, Equity, and Inclusion

## Survey Data Analysis

This section of the report details mean (average levels) of faculty and staff experiences related to diversity, equity, and inclusion at the University of Iowa. For each survey item, our presentation of the data looks like this:



For each survey item, we are interested in the **differences across groups**. In the example above, for example, we are measuring the share of respondents who answered “yes” to the item “I have observed employment practices at the UI that I perceive are unfair . . . “. The difference between faculty and staff is slight, but the differences between male (22%) and female (40%) faculty, and between URM (43%) and white (25%) are quite large. In turn, whether or not there

are significant differences across groups, we are interested in the overall levels. In this case, the fact that more than one-quarter of respondents have observed unfair employment practices is itself of note.

**A note on measures and differences:** All statistical calculations contain some uncertainty. Uncertainty is affected by the number of respondents answering the question, the variation in people's answers, and characteristics of the survey instrument itself.

To identify which mean differences are meaningful, two criteria can be used: (1) statistical significance and/or (2) substantive magnitude of the difference. The substantive magnitude of the difference assesses the size of the difference. Whether a difference is large enough to be substantively meaningful is a judgement that depends on the social implications and meaning of the difference.

The statistical significance criterion assesses the likelihood that the difference is due to chance. Significant differences in means are tested for employment appointment type, faculty rank and track, staff appointment type, race/ethnicity, gender, sexual orientation, ability status, citizenship status, political orientation, and religious affiliation. For details on definitions of each demographic group and category, see Section 2.

All average group differences described as "key findings" for each survey item are statistically significant ( $p < 0.05$ ). This roughly means that we can have 95% confidence that the difference between these groups is not due to chance.

## 2.1 Enhancing the Diversity of the Campus Community

---

This section of the report provides an analysis of survey items that capture faculty and staff experiences and perceptions related to recruitment and retention efforts, current University of Iowa initiatives related to enhancing the diversity of the campus community, current University of Iowa mentoring initiatives, employment practices, satisfaction with employment, and opportunities to interact with people who differ from the respondent in terms of their own social identities and/or characteristics (see below for a list of survey items in each category).

The key findings described in this section of the report are **statistically significant differences**. When differences are significant for both faculty and staff, both are described. In cases where the difference is only significant for faculty or staff, only the statistically significant difference is described (see Survey Data Analysis Section for more details).

Details on how the demographic categories used in the analyses can be found in Appendix 3.

This section of the report also includes the key themes and suggestions provided by listening session participants related to enhancing the diversity of the campus community. For more information about the listening sessions, see Appendix 2.

## Survey Items: Enhancing the Diversity of the Campus Community

### ***Satisfaction with Employment***

---

- Overall, how satisfied are you with being a faculty/staff member at the University of Iowa?
- If you could decide all over again, would you decide to be a faculty/staff member at the University of Iowa?
- Would you encourage someone who shares your social identities (e.g., race, gender, sexual identity) to accept a faculty/staff position at the University of Iowa?
- In the past 12 months, I have seriously considered leaving the university.
- If yes. I have considered leaving due to: [select all that apply] salary/better compensation, seeking more desirable geographic location, personal/family reasons, campus climate/culture, departmental climate/culture, lack of professional support, unresolved conflict with colleagues/co-workers, career advancement opportunity, recruitment by a different institution/employer, and other, please describe.

### ***Recruitment and Retention Efforts***

---

- My college/unit makes genuine efforts to recruit and retain female faculty/staff.
- My college/unit makes genuine efforts to recruit underrepresented U.S. racial/ethnic minority faculty/staff.

### ***Employment Practices***

---

- I have observed employment practices at the UI that I perceive are unfair and get in the way of diversifying the faculty, staff, and administration.
- If yes: The employment practices have included: [select all that apply] hiring bias, lack of effort in diversifying an applicant pool, preference given to internal candidates, unfair performance reviews, unfair disciplinary action up to and including dismissal, unfair rewards and recognitions, inequitable distribution of workload, and other, please describe.

### ***UI Initiatives: Efforts to Diversity the Campus Community and Mentoring***

---

The following are initiatives/programs that the UI is either currently engaged in or is considering to promote diversity and create an inclusive and equitable campus environment. To what extent do you agree that these are positively influencing the campus climate?

- Efforts to increase the diversity of the UI faculty, staff, students, and/or administration
  - Mentoring programs for new faculty and staff (e.g., National Center for Faculty Development and Diversity resources)
- 
-

### ***Opportunity to Interact with People with Different Social Identities and Characteristics***

---

During the past 12 months at UI, how often have you interacted with people: [asked as separate questions] whose religious beliefs are different than your own, whose political opinions are different from your own, whose immigrant status is different than your own, who are of a different nationality than your own, who are of a different race or ethnicity than your own, whose gender is different than your own, whose sexual identity/orientation is different than your own, who are from a different social class, who have physical or other observable disabilities, and who have learning, psychological, or other disabilities that are not readily apparent.

## Key Findings: Enhancing the Diversity of the Campus Community

### **Overall**

Faculty and staff as a whole report relatively high levels of satisfaction with employment and employment practices, perceive current campus initiatives as having a positive impact on campus climate, and report frequent opportunities to interact with people with different social identities and characteristics.

### ***Satisfaction with Employment***

---

More than three-quarters of faculty and staff report being somewhat or very satisfied with being a faculty or staff member at the University of Iowa (76%), that they would decide again to become a faculty or staff person (79%), and that they would encourage someone who shares their social identities to accept a faculty or staff position at the University (80%). However, 39% of faculty and staff report that they have seriously considered leaving the University in the past 12 months. Among the staff and faculty who have considered leaving the University, 60% of staff and 47% of faculty identify departmental climate as one of the reasons they have considered leaving.

### ***Recruitment and Retention***

---

In terms of recruitment and retention efforts, 85% of respondents agree that their college or unit makes genuine efforts to recruit and retain female faculty and staff, and three-quarters (76%) agree that their college or unit makes genuine efforts to recruit and retain under-represented racial minority (URM) faculty and staff.

### ***Employment Practices***

---

More than one-quarter (28%) of respondents report that they have observed employment practices at the University of Iowa that they perceive are unfair and get in the way of diversifying the faculty, staff, and administration. The most commonly observed employment practice getting in the way of diversifying the campus community that was reported was hiring bias, followed by inequitable distribution of work, and for faculty, a lack of effort to diversify the applicant pool.

### ***University of Iowa Initiatives for Enhancing the Diversity of the Campus Community and Mentoring***

---

More than 50% of respondents perceive campus initiatives related to diversifying the campus community and providing mentoring as having a positive impact on campus climate.

### ***Opportunities to Interact with People with Different Social Identities and Characteristics***

---

Respondents are the most likely to report never or seldom interacting with people who have different types of disabilities, and least likely to report never or seldom interacting with people whose gender is different.

## Key Findings: Enhancing the Diversity of the Campus Community

### Group-Based Disparities

#### ***Race/Ethnicity***

---

URM faculty and staff are less likely than white faculty or staff to express satisfaction with their employment and employment practices. More than 50% of URM faculty report having seriously considered leaving the University in the past 12 months. There are no statistically significant differences across faculty and staff with different racial and ethnic identities in perceptions of current UI initiatives to diversify the campus climate and mentoring programs for faculty and staff.

- URM staff are less likely to report being satisfied being a staff person at the University of Iowa (66%) compared to 79% of white staff. URM faculty and staff also report lower levels of job satisfaction compared to white faculty and staff across the other two employment satisfaction measures: decide over again to become a faculty or staff member (60% of URM faculty and 72% of URM staff compared to 76% of white faculty and 83% of white staff); and encourage others who share your social identities to accept a position at the University (57% of URM faculty and 70% of URM staff compared to 78% of white faculty and 84% of white staff).
- URM faculty and staff are more likely than Asian faculty and staff to report that they have seriously considered leaving the University in the past 12 months (60% of URM faculty and 43% of URM staff compared to 28% of Asian faculty and 22% of Asian staff).
- URM faculty and staff are the least likely to agree that their college or unit makes genuine efforts to recruit or retain URM faculty or staff (54% of URM faculty and 59% of URM staff).
- A higher percentage of URM staff (43%) report that they have observed employment practices that get in the way of diversifying the campus community compared to 19% of Asian and 25% of white staff.

#### ***Gender***

---

Women faculty are less likely to report satisfaction with employment and employment practices, and are more likely to report considering leaving the University. However, men staff are more likely to report satisfaction with employment, and are also more likely to report considering leaving. Women faculty and staff are more likely to report that current UI initiatives to increase the diversity of the campus community are positively impacting the campus climate compared to men.

- Women faculty report lower levels of job satisfaction compared to men faculty across the three employment satisfaction measures: Women faculty are less likely than men to express being satisfied with being a faculty member at the University of Iowa (72% compared to 82%); women faculty are also less likely to report that they would decide to be a faculty at the University of Iowa (70% compared to 81%); and women faculty are less likely to report that they would encourage someone who shares their social identities to accept a faculty position at the University of Iowa (70% compared to 81%). Among staff, the opposite pattern is found for one of the employment satisfaction measures: a lower percentage of men report

being satisfied with being a staff person at the University (74%) compared to 80% of women staff.

- A higher percentage of women faculty report that they have seriously considered leaving the University in the past 12 months (48%) compared to of men (38%) faculty. Among staff, the opposite pattern is found: men staff are more likely to report seriously considering leaving the University (40%) compared to female (35%) staff.
- Women faculty and staff are more likely to report that they have observed employment practices that get in the way of diversifying the campus community (41% and 28% respectively) compared to men (21% faculty and 22% staff).
- Women faculty and staff are less likely to agree that their college or unit makes genuine efforts to recruit and retain female faculty and staff compared to men in these positions (84% of women staff compared to 92% of men staff, and 76% of women faculty compared to 94% of men faculty).
- A higher percentage of women faculty and staff reported observing problematic employment practices (41% and 28% respectively) compared to men (22% of both faculty and staff).
- Women faculty and staff are more likely to report that current UI initiatives to increase the diversity of the campus community are positively impacting the campus climate (71% of women faculty and 64% of women staff) compared to 61% of men faculty and 55% of men staff.

### ***Sexual Orientation***

---

LGBQ faculty and staff are less likely than heterosexual faculty or staff to express satisfaction with their employment and employment practices. LGBQ staff are more likely to report that current UI initiatives to increase the diversity of the campus community are positively impacting the campus climate compared to heterosexual staff.

- LGBQ faculty report lower levels of job satisfaction compared to heterosexual faculty across two of the employment satisfaction measures: decide over again to become a faculty member (60% of LGBQ faculty compared to 76% of heterosexual faculty); and encourage others who share your social identities to accept a position at the University (55% of LGBQ faculty compared to 76% of heterosexual faculty).
- A higher percentage of LGBQ faculty report that they have seriously considered leaving the University in the past 12 months (64%) compared to heterosexual (41%) faculty.
- A lower percentage of LGBQ staff (64%) report that their college or unit makes genuine efforts to recruit and retain underrepresented URM staff (78%).
- A higher percentage of LGBQ faculty and staff report that they have observed employment practices that get in the way of diversifying the campus community (49% and 37% respectively) compared to heterosexual faculty and staff (30% and 25% respectively).
- A higher percentage of LGBQ staff report that current UI initiatives to increase the diversity of the campus community is positively influencing campus climate (69%) compared to of heterosexual staff (61%).

## **Citizenship Status**

---

There are no statistically significant differences between faculty and staff who are citizens and those who are not in their reported satisfaction with working at the University of Iowa, with the exception that faculty and staff who are citizens are more likely to report considering leaving the University. There are no statistically significant differences between faculty and staff who are citizens and those who are not in their perceptions of current UI employment practices. Non-citizen faculty and staff are more likely to agree that current UI mentoring programs for faculty and staff positively influence the campus community.

- Faculty and staff who are citizens are more likely to report considering leaving the University (45% and 37% respectively) compared to non-citizen faculty and staff (33% and 26% respectively).
- Non-citizen staff are more likely to agree that current UI initiatives to diversity the campus community are positively influencing the campus climate compared to staff who are citizens (60%). Non-citizen faculty and staff are also more likely to agree that current UI mentoring programs for faculty and staff are positively influencing the campus climate (73% and 67% respectively) compared to faculty and staff who are citizens (60% and 54% respectively).

## **Ability Status**

---

Faculty and staff who self-identify as having a disability are much less likely than faculty and staff who do not self-identify as having a disability to express satisfaction with their employment and employment practices. A lower percentage of staff with a self-identified disability report that current UI mentoring programs are positively influencing the campus climate compared to those without a self-identified disability.

- Staff who self-identify as having a disability report much lower levels of job satisfaction compared to those who do not across all three measures of employment satisfaction: being satisfied being a staff member at the University (65% compared to 79%); decide over again to become a staff member (71% compared to 83%); and encourage others who share their social identities to accept a position at the University (70% compared to 84%). Faculty with a self-identified disability are also less likely to report that they would encourage others who share their social identities to accept a position at the University (62%) compared to faculty who do not have a self-identified disability (75%).
- A higher percentage of staff who have a self-identified disability report that they have seriously considered leaving the University in the past 12 months (56%) compared to staff without a self-identified disability (34%).
- A higher percentage of faculty and staff with a self-identified disability report that they have observed employment practices that get in the way of diversifying the campus community (54% and 47% respectively) compared to faculty and staff without a self-identified disability (31% and 24% respectively).
- A lower percentage of staff who have a self-identified disability report that their college or unit makes genuine efforts to recruit and retain female or URM staff (80% and 71% respectively) compared to staff without a self-identified disability (86% and 78% respectively).

- A lower percentage of staff with a self-identified disability report that current UI mentoring programs for faculty and staff are positively influencing campus climate (48%) compared to staff without a self-identified disability (55%).

### ***Political Ideology***

---

There are no statistically significant differences between faculty and staff with varying political identities and employment satisfaction. Politically liberal faculty and staff are less likely than politically conservative faculty or staff to express satisfaction with current employment practices. Liberal staff and faculty are more likely to report that current UI initiatives to diversity the campus community are having a positive impact, and conservative staff are less likely to report that current UI mentoring programs are positively influencing the campus climate.

- Approximately 70% of faculty and staff who identify as liberal report that their college or unit makes genuine efforts to recruit or retain URM faculty and staff compared to 90% of faculty and 87% of staff who identify as conservative.
- Staff who identify as liberal are more likely to report that they have observed employment practices that they perceive get in the way of diversifying the campus community (29%) compared to staff who identify as conservative (22%).
- Staff who identify as liberal are less likely to report that their college or unit makes genuine efforts to recruit or retain female staff (84%) compared to staff who identify as conservative (89%).
- Liberal faculty and staff are more likely to report that the current UI initiatives to increase the diversity of the campus community are having a positive impact on the campus community (70% of liberal faculty and 69% of liberal staff) compared to conservative faculty (47%) and conservative staff (46%). A lower percentage of conservative staff report that current UI mentoring programs for faculty and staff are positively influencing campus climate (49%) compared to liberal staff (58%).

### ***Religious Affiliation***

---

Non-religious faculty and staff and faculty and staff with other religious affiliations are less likely to express satisfaction with their employment and employment practices compared to faculty and staff who identify as Christian. Staff who identify as Christian are less likely to report that current UI initiatives to increase the diversity of the campus community have a positive impact on the campus climate compared to staff with other religious affiliations.

- A lower percentage of staff of other religious affiliations report that they would encourage someone who shares their social identities to accept a staff position at the University of Iowa (78%) compared to staff who identify as Christian (84%).
- A higher percentage of non-religious staff report that they have seriously considered leaving the University in the past 12 months (42%) compared to staff who identify as Christian (33%).
- A lower percentage of staff who identify as Christian report that they have observed employment practices that they perceive get in the way of diversifying the campus

community (23%) compared to non-religious staff (28%) and staff with other religious affiliations (36%).

- A lower percentage of non-religious staff and other religious affiliation staff report that their college or unit makes genuine efforts to recruit and retain URM staff (72% and 71% respectively) compared to staff who identify as Christian (81%).
- A lower percentage of staff who identify as Christian report that the current UI initiatives to increase the diversity of the campus community are having a positive impact on the campus community (58%) compared non-religious staff (66%) and staff with other religious affiliations (65%).

### ***Faculty Compared to Staff***

---

Faculty are less likely than staff to express satisfaction with employment and employment practices. However, faculty are more likely to report that current UI mentoring programs for faculty and staff positively impact campus climate compared to staff, and are also more likely to report having opportunities to interact with people who differ from them in terms of social identities and characteristics.

- A lower percentage of faculty report that they would decide again to become a faculty member (73%) compared to staff (81%), or that they would encourage someone who shares their social identities to accept a position at the University (74%) compared to staff (81%)
- A higher percentage of faculty report that they have seriously considered leaving the University in the past 12 months (44%) compared to staff (37%). Among staff considering leaving, the most commonly identified reasons are: departmental climate (60%), salary/better compensation (56%), and career advancement (50%). Among faculty considering leaving, the most commonly identified reasons are: salary/better compensation (58%), departmental climate (47%), and career advancement (45%).
- A higher percentage of staff (77%) report that their college or unit makes genuine efforts to recruit URM staff compared to faculty (73%) asked about recruitment of URM faculty. A higher percentage of faculty reported observing problematic employment practices (32%) compared to staff (27%). Faculty report much lower levels of job satisfaction compared to staff.
- A higher percentage of faculty report that the current UI mentoring programs for faculty and staff positively impact the campus climate (61%) compared to staff (54%)

### ***Faculty Rank or Track***

---

Associate professors are less likely than full professors to express satisfaction with employment and employment practices.

- A lower percentage of associate professors report that they would decide again to become a faculty member at the University of Iowa or encourage someone who shares their social identities to accept a faculty position at the University of Iowa (64% and 66% respectively) compared to full professors (77% and 81% respectively).

- A higher percentage of associate professors report that they have seriously considered leaving in the past 12 months (59%) compared to full professors (37%), and assistant professors and lecturers (41%)
- A lower percentage of associate professors report that their college or unit makes genuine efforts to recruit and retain female faculty (68%) and URM faculty (77%) compared to full professors (81% and 89% respectively).

### **Staff Type**

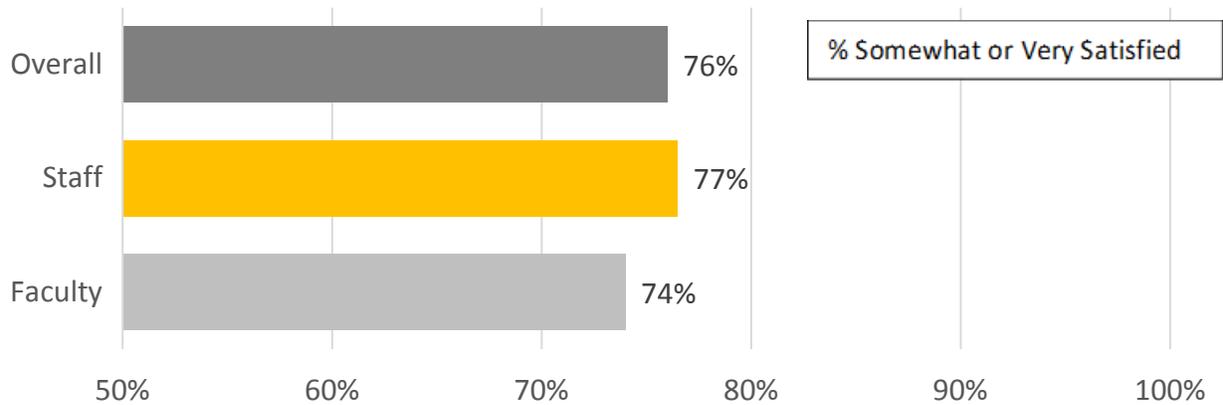
---

Merit staff are less likely than P&S staff to express satisfaction with their employment and employment practices in their unit or department. Merit staff are also less likely to report that current UI initiatives to diversify the campus community are positively impacting campus climate compared to P&S staff.

- Merit staff report much lower levels of job satisfaction compared to P&S staff across all three measures of employment satisfaction: being satisfied being a staff member at the University (67% compared to 79%); decide over again to become a staff member (71% compared to 83%); and encourage others who share your social identities to accept a position at the University (73% compared to 84%).
- A higher percentage of Merit staff reported observing problematic employment practices (32%) compared to P&S staff (26%). Merit staff were more likely than P&S staff to report unfair performance reviews and unfair disciplinary actions, but P&S staff were more likely to report lack of effort to diversify the applicant pool as a problematic employment practice.
- A lower percentage of Merit staff report that current UI initiatives to increase the diversity of the campus community are positively impacting campus climate (55%) compared to P&S staff (61%).

## Satisfaction with Employment

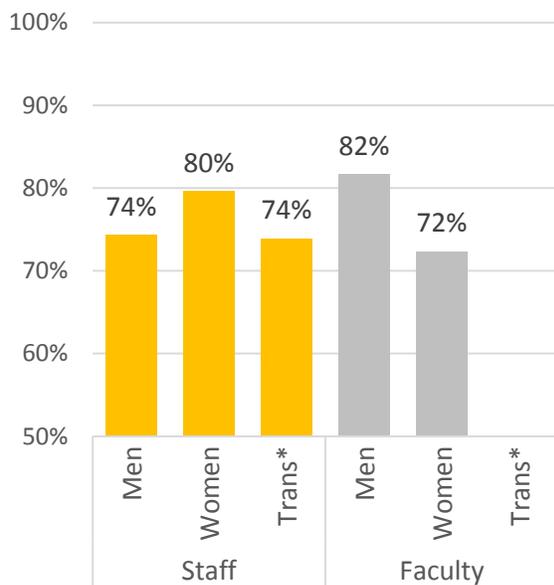
**Overall, how satisfied are you with being a faculty/staff member at the University of Iowa?**



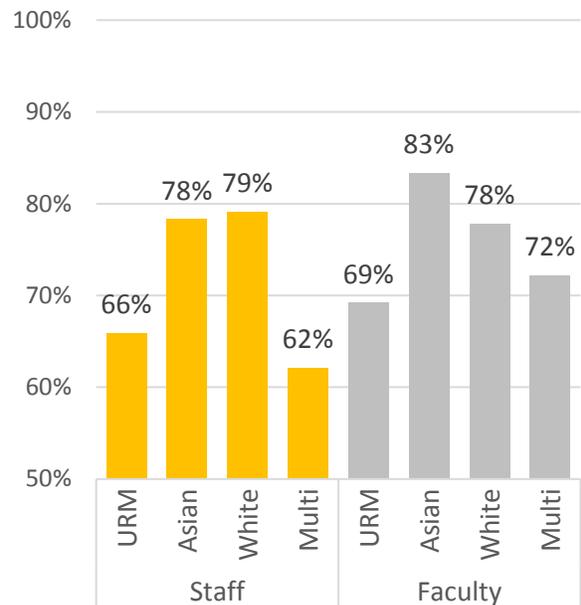
### Key Findings

1. A lower percentage of URM staff report being somewhat or very satisfied being a staff member at the University of Iowa compared to white staff.
2. Among staff, men report greater levels of satisfaction with employment at the University of Iowa compared to women; however, among faculty, women report greater levels of satisfaction compared to men.
3. Staff who self-identify as having a disability report lower levels of satisfaction with employment at the University of Iowa compared to those without a disability.

**Gender Differences**

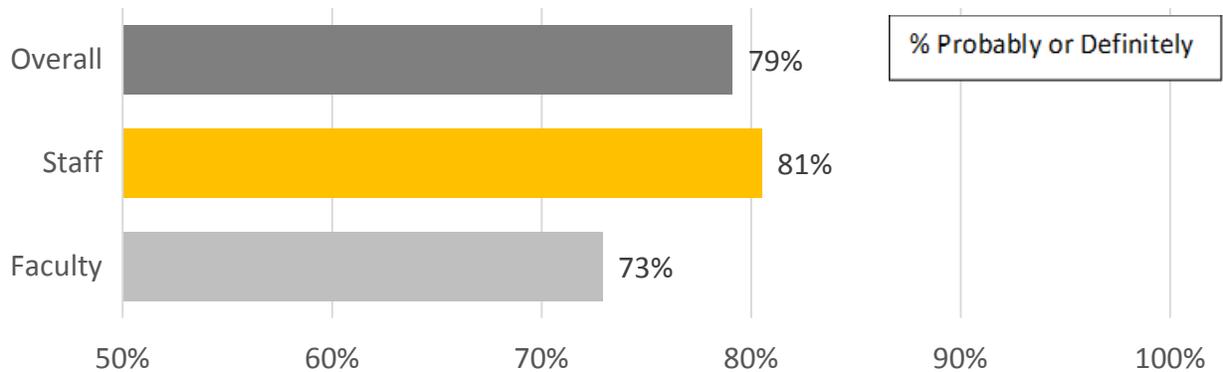


**Race/Ethnicity Differences**



## Satisfaction with Employment

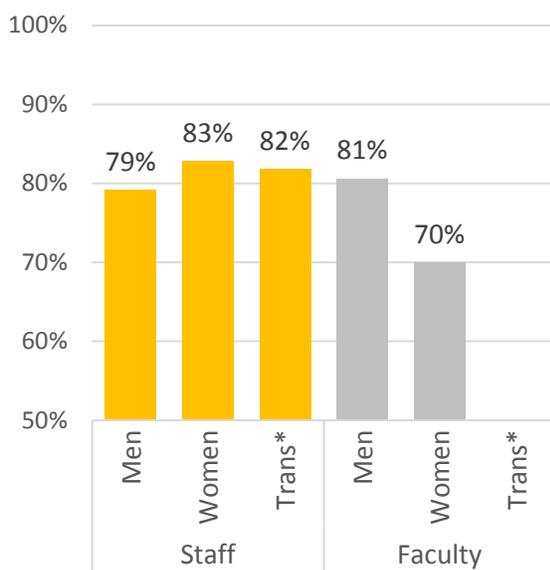
**If you could decide all over again, would you decide to be a faculty/staff member at the University of Iowa?**



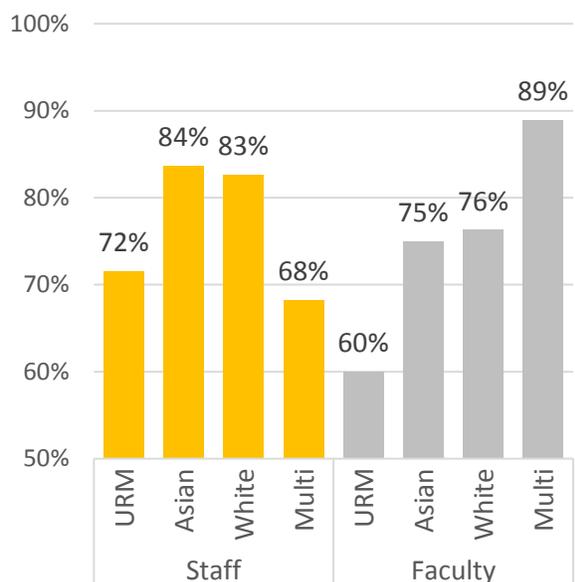
### Key Findings

1. A lower percentage of faculty report that they probably or definitely would decide over again to work at the University compared to staff. Among faculty, associate professors are less likely to report that they probably or definitely would decide over again to work at the UI (64%) compared to full professors (77%).
2. Among staff, a higher percentage of men report that they would decide over again to work at the University compared to women; however, among faculty, a higher percentage of women report that they would decide over again to work at the University compared to men.
3. A lower percentage of URM faculty and staff report that they probably or definitely would decide over again to be work at the University (60% and 72% respectively) compared to White faculty and staff (76% and 83% respectively).

**Gender Differences**

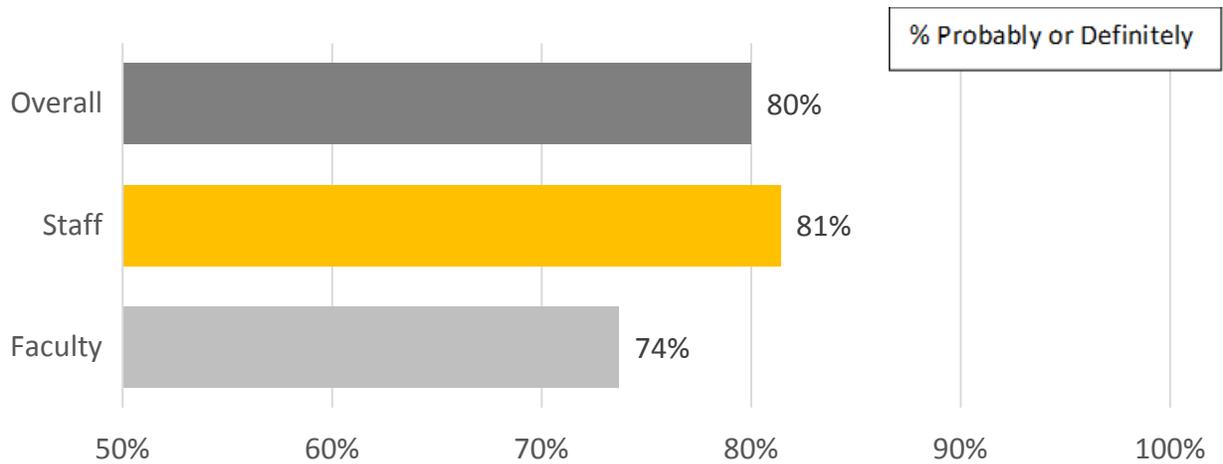


**Race/Ethnicity Differences**



## Satisfaction with Employment

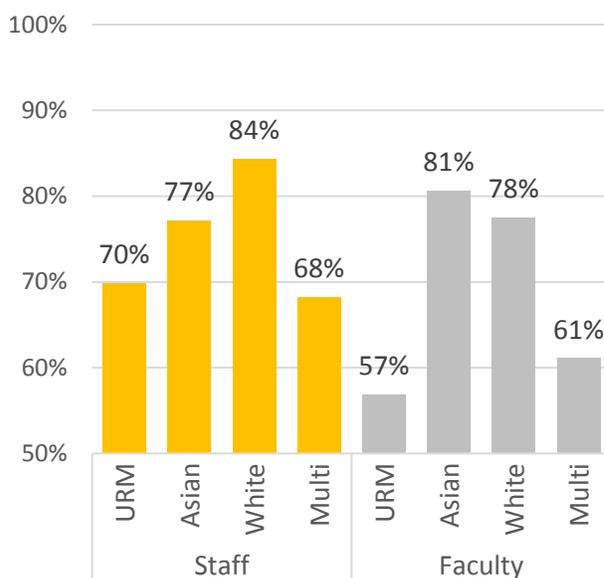
**Would you encourage someone who shares your social identities (e.g. race, gender, sexual identity) to accept a faculty/staff position at the University?**



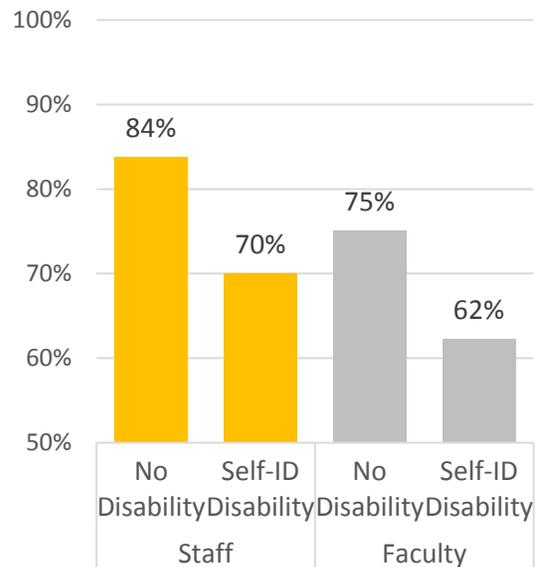
### Key Findings

1. A lower percentage of faculty report that they probably or definitely would encourage someone who shares their social identities to accept a position at the University compared to staff.
2. A lower percentage of women faculty report that they would encourage someone who shares their social identities to accept a position at the University (70%) compared to men (81%).
3. A lower percentage of URM faculty and staff report that they probably or definitely would encourage someone who shares their social identities to accept a position at the University (57% and 70% respectively) compared to White faculty and staff (78% and 84% respectively).

### Race/Ethnicity Differences

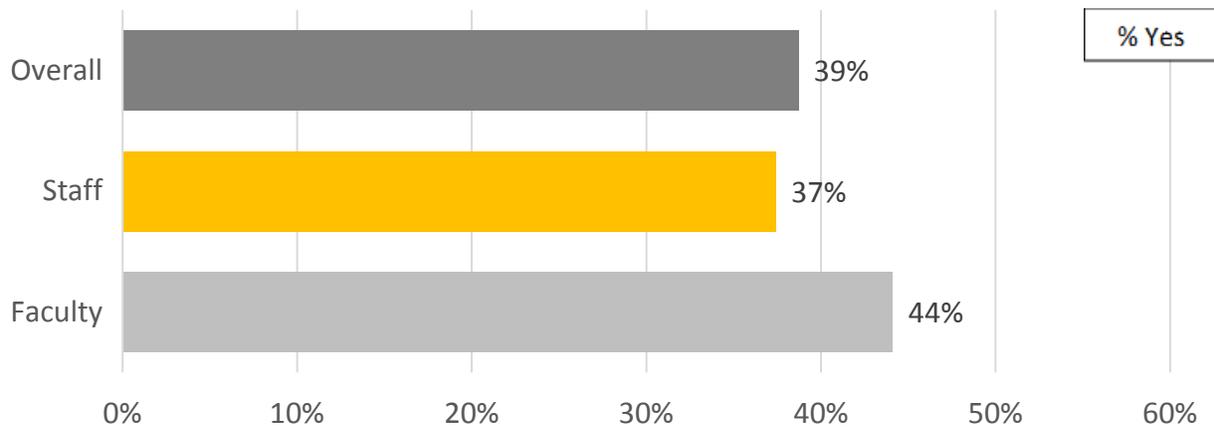


### Disability Status Differences



## Satisfaction with Employment

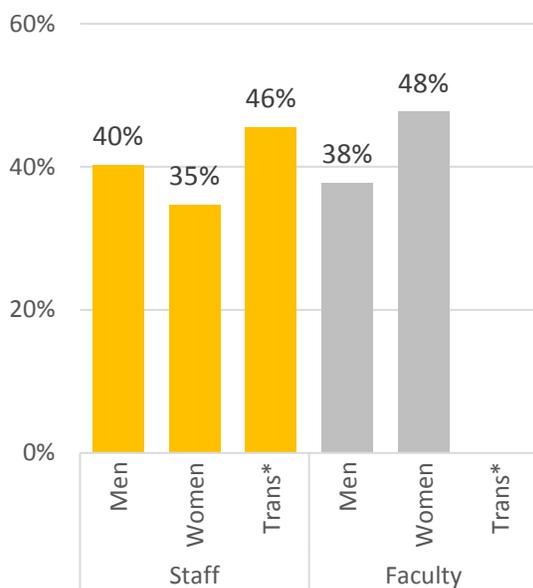
**In the past 12 months, I have seriously considered leaving the university.**



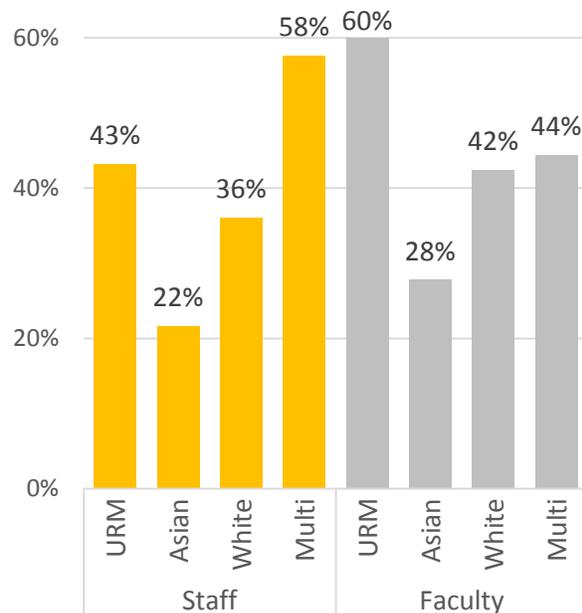
### Key Findings

1. A higher percentage of faculty report that they have seriously considered leaving the university in the past 12 months (44%) compared to staff (37%). Among faculty, associate professors are the most likely to report having seriously considered leaving (59%).
2. Among faculty, women are more likely than men to report that they have seriously considered leaving (48% compared to 38%); however, among staff, men are more likely than women (40% compared to 35%).
3. A higher percentage of URM faculty and staff report that they have seriously considered leaving (60% and 43% respectively) compared to Asian faculty and staff.

### Gender Differences



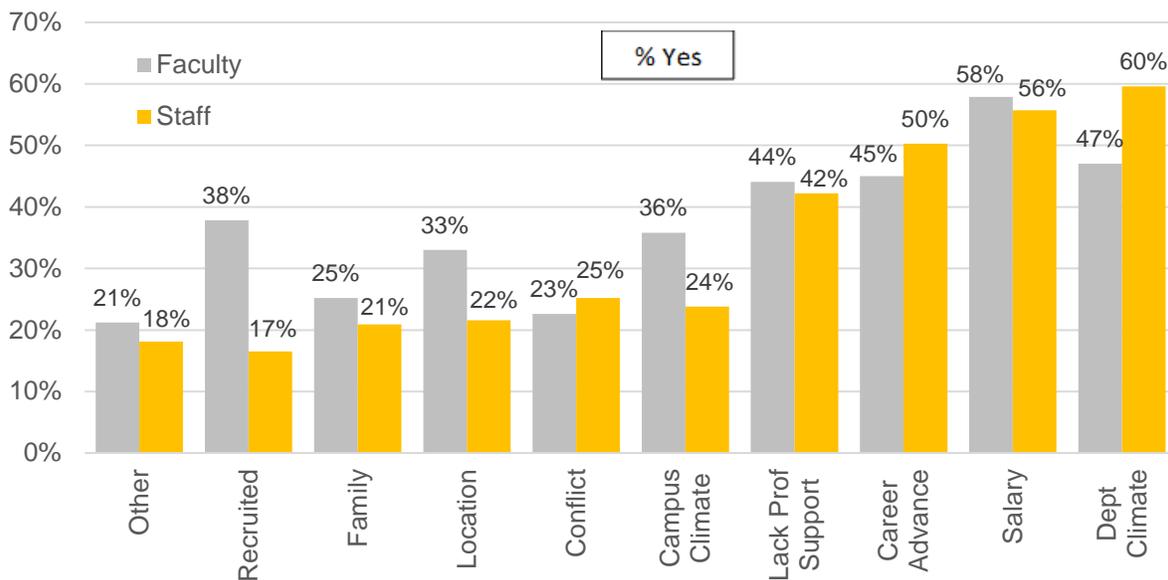
### Race/Ethnicity Differences



## Satisfaction with Employment

**In the past 12 months, I have seriously considered leaving the university due to (select all that apply):**

- Salary/better compensation
- Seeking more desirable geographic location
- Personal/family reasons
- Campus climate/culture
- Departmental climate/culture
- Lack of professional support
- Unresolved conflict with colleagues/co-workers
- Career advancement opportunity
- Recruitment by a different institution/employer
- Other. Please describe: \_\_\_\_\_



Overall, 307 respondents reported that they considered leaving due to “other” reasons. Among them, 305 provided a written description. In many cases, these text responses included further elaboration about leaving for one of the reasons listed in the survey: better salary (n=23); better geographic location (n=2); family reasons (n=31); department climate issues (including unfair treatment, bullying, and abuse by management etc.) (n=42); campus climate issues (including climate around race, gender etc. issues, college and university management and leadership issues, concerns about university mission, lack of resources etc.) (n=77); due to lack of professional support (n=41); due to conflict (n=8), career opportunity (n=7), and being recruited out (n=1).

These written responses also described reasons respondents considered leaving that were not included in the survey:

- Work characteristics, including workload (e.g. inadequate staff, unreasonable or unrealistic workload, stress, work-life balance) and other job characteristics (e.g. uncertainty about their position, furlough notice, grants ending, problems with supervisor and management, structural changes/concerns, technology in classroom, etc.) (n=56)
- Retirement (n=36)
- State budget concerns, including state funding, and state climate (n=20)

## Satisfaction with Employment

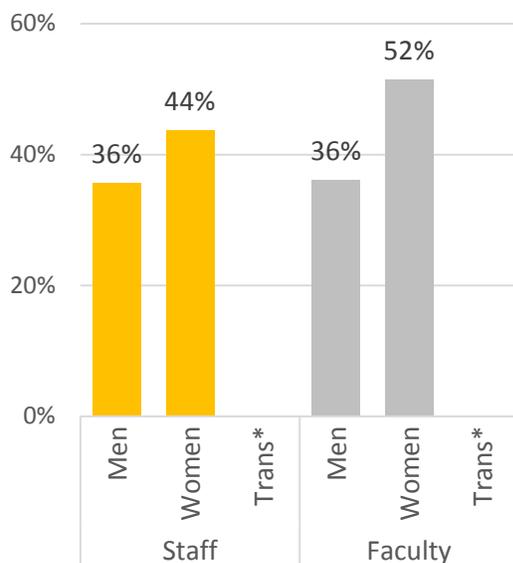
**In the past 12 months, I have seriously considered leaving the university due to (select all that apply): (Continued)**

### Key Findings

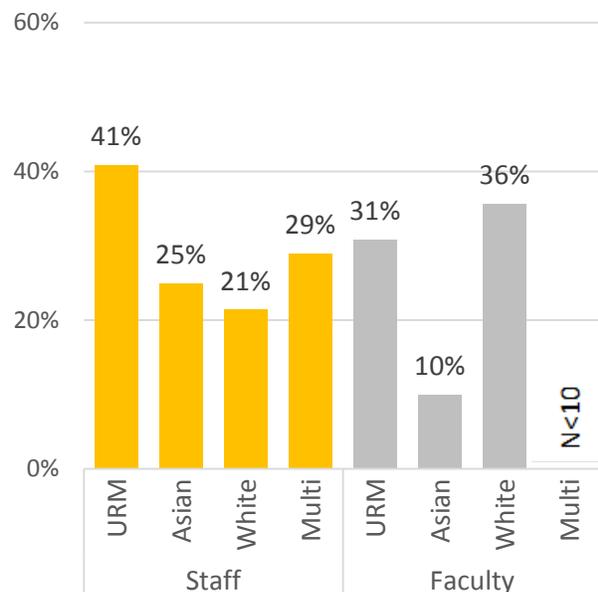
1. Among those who have seriously considered leaving, faculty are more likely compared to staff to report that this is due to seeking a more desirable geographic location, campus climate/culture, and recruitment by another institution, whereas staff are more likely to report that they considered leaving due to departmental climate/culture.
2. URM staff are more likely than White staff to consider leaving due to campus climate and to seek a more desirable geographic location.
3. Women faculty are more likely than men to consider leaving due to departmental climate, and women faculty and staff are more likely than men to consider leaving due to lack of professional support. Men staff are more likely to report that they considered leaving due to better salary, a career advancement opportunity, and being recruited by a different institution or employer.



**Lack of Professional Support - Gender Differences**

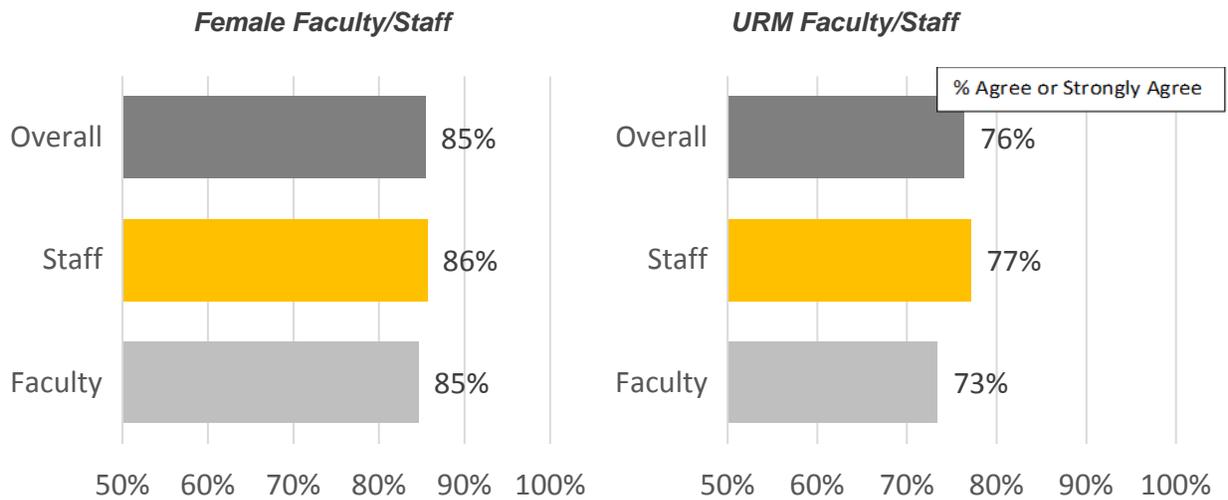


**Campus Climate - Race/Ethnicity Differences**



## Recruitment and Retention

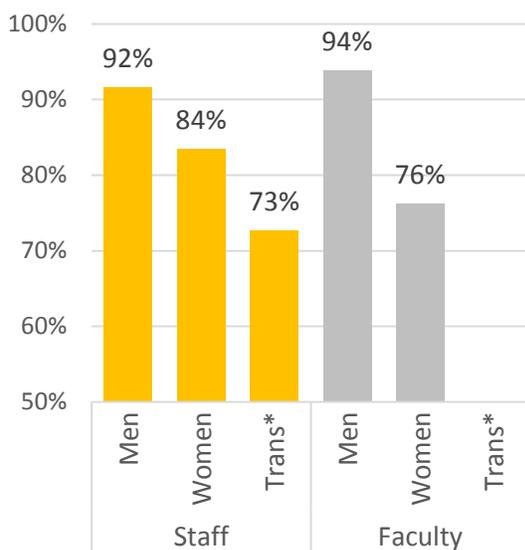
### My college/unit makes genuine efforts to recruit and retain:



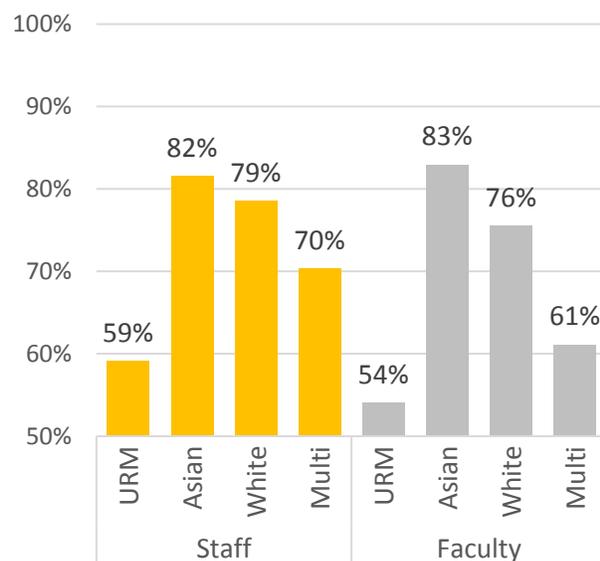
#### Key Findings

1. While 85% of respondents agree that their college or unit makes genuine efforts to recruit and retain female faculty and staff, three-quarters (76%) agree that their college or unit makes genuine efforts to recruit and retain URM faculty and staff.
2. Women faculty and staff are less likely to agree that their college or unit makes genuine efforts to recruit and retain female faculty and staff compared to men in these positions.
3. URM faculty and staff are the least likely to agree that their college or unit makes genuine efforts to recruit or retain URM faculty or staff (54% of URM faculty and 59% of URM staff).

#### Recruit Female: Gender Differences

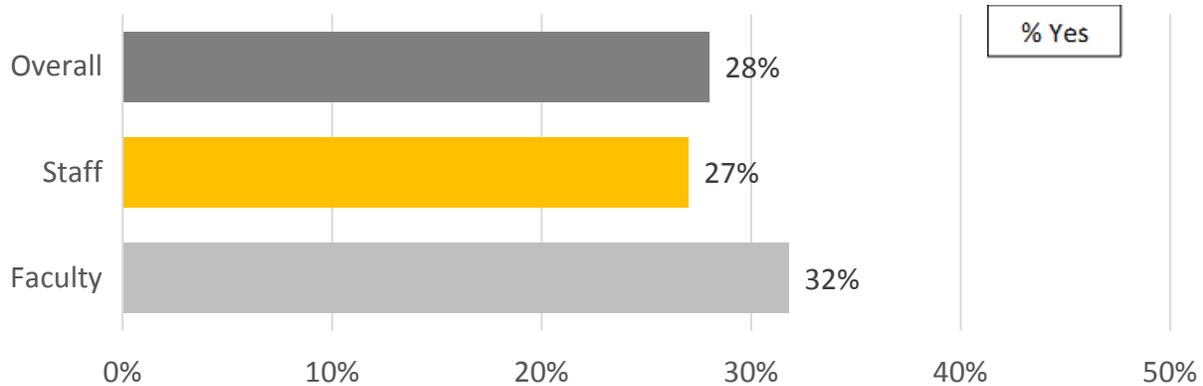


#### Recruit URM: Race/Ethnicity Differences



## Employment Practices

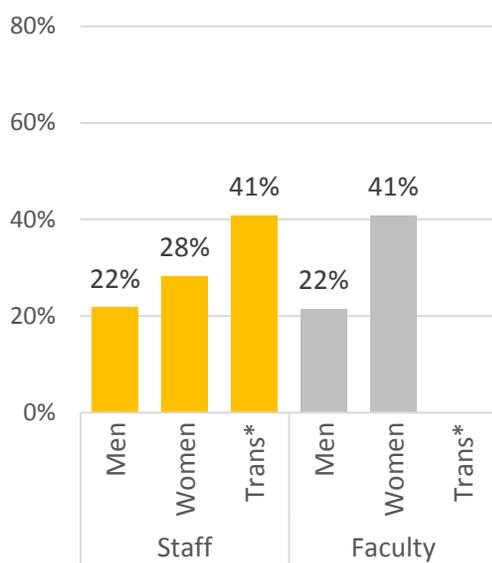
I have observed employment practices at the UI that I perceive are unfair and get in the way of diversifying the faculty, staff, and administration.



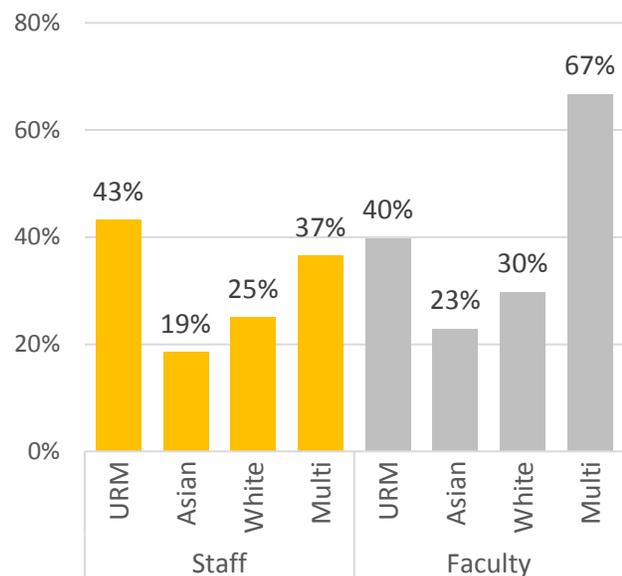
### Key Findings

1. Overall 28% of respondents reported observing problematic employment practices (N=1,102).
2. A higher percentage of faculty reported observing problematic employment practices (32%) compared to staff (27%).
3. A higher percentage of URM staff (43%) reported observing problematic employment practices compared to 19% of Asian and 25% of White staff.
4. A higher percentage of women faculty and staff reported observing problematic employment practices (41% and 28% respectively) compared to men (22% of both faculty and staff).

#### Gender Differences

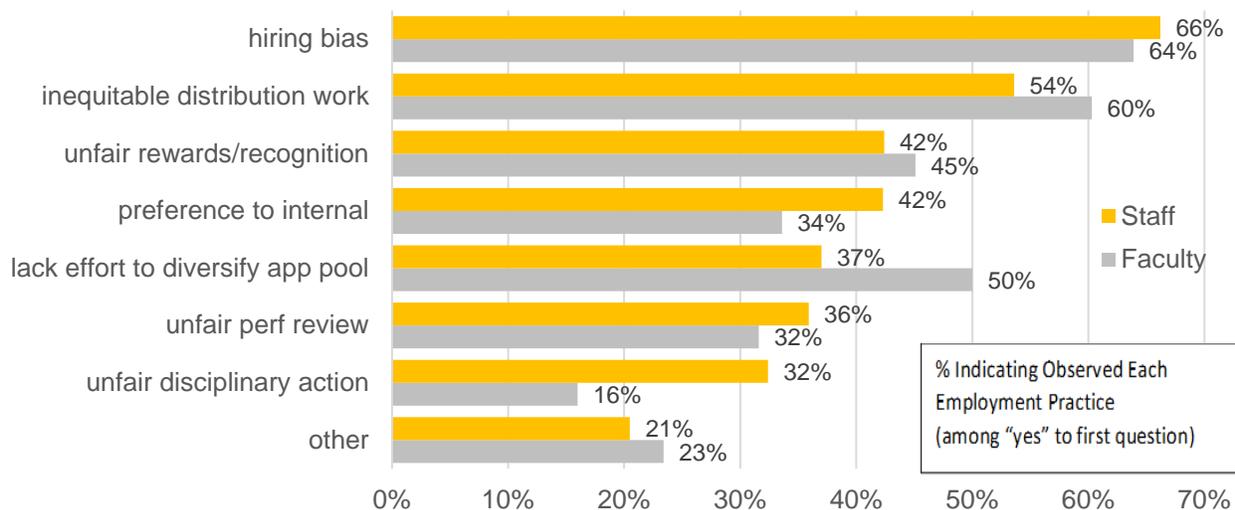


#### Race/Ethnicity Differences



## Employment Practices

If YES, the employment practices have included (Select all that apply):



Overall, 237 respondents reported observing "other" problematic employment practices. Among them, 236 provided written descriptions. These text responses described four additional forms of problematic hiring practices not included in the survey:

- Salary, including unequal pay and benefits (n=26)
- Discrimination, including discriminatory practices respondents observed or personally experienced, microaggressions, and hostility (n=52)
- Perceptions of reverse discrimination (n=13)
- Parental leave (n=5)

The remaining text responses described other problematic hiring practices that could not easily be categorized. These responses included lack of opportunities for advancement; lack of appreciation; unfair distribution of resources; unfair promotions; unfair treatment and harassment; inappropriate comments and microaggressions; lack of support; lack of action against employees who are underperforming; nepotism; and preference based on demographic characteristics.

### Key Findings

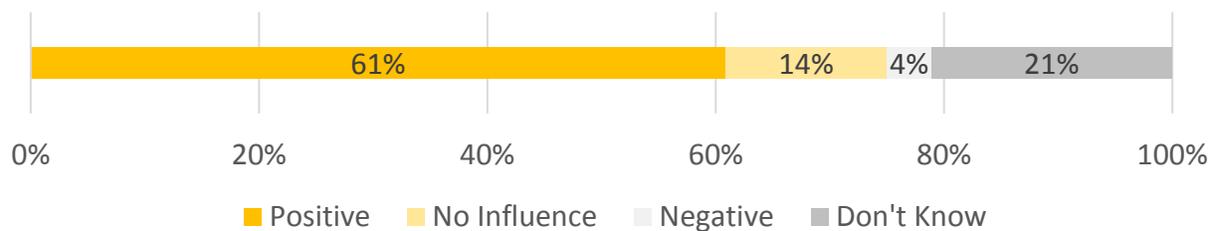
1. A higher percentage of faculty reported lack of effort to diversify the applicant pool (50%) compared to staff (37%); however, a higher percentage of staff reported preference being given to an internal candidate as a problematic employment practice (42%) compared to faculty (34%).

2. A higher percentage of Merit staff reported observing problematic employment practices (32%) compared to P&S staff (26%). Merit staff were more likely than P&S staff to report unfair performance reviews and unfair disciplinary actions, but P&S staff were more likely to report lack of effort to diversify the applicant pool as a problematic employment practice.

## Recruitment and Retention: UI Initiatives

The following are initiatives/programs that the UI is either currently engaged in or is considering to promote diversity and create an inclusive and equitable campus environment. To what extent do you agree that these are positively influencing the campus climate?

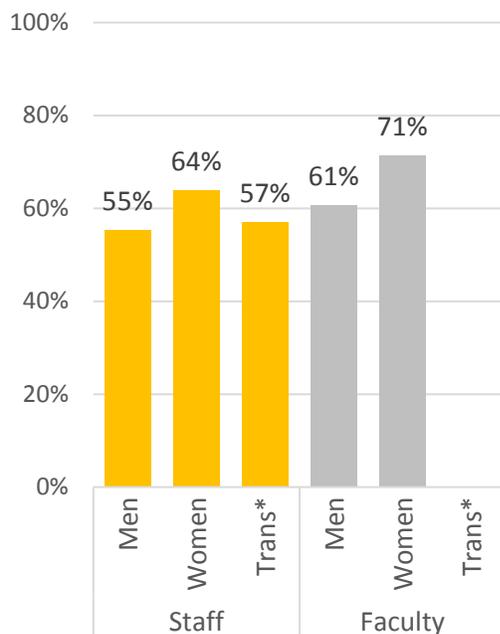
- Efforts to increase the diversity of UI faculty, staff, students, and/or administrators



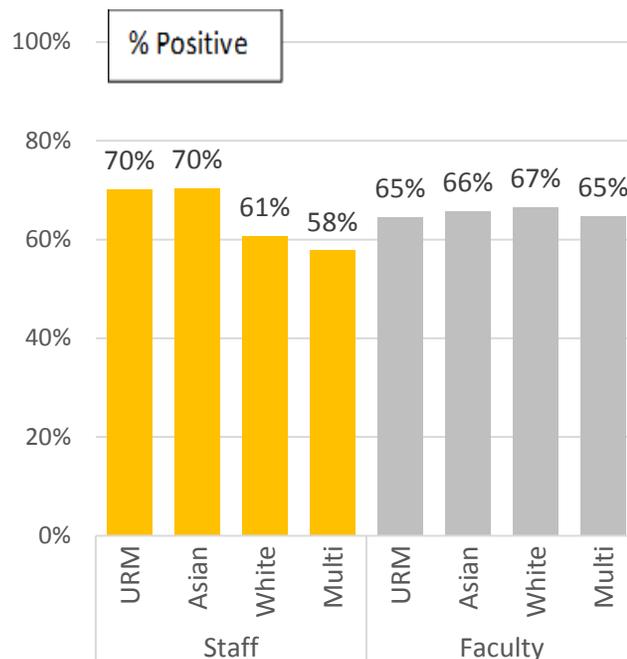
### Key Findings

1. A higher percentage of women faculty and staff report that efforts to increase the diversity of UI faculty, staff, students, and/or administrators is positively influencing campus climate compared to men.
2. A higher percentage of LGBTQ staff and non-citizen staff report that efforts to increase the diversity of UI faculty, staff, students, and/or administrators is positively influencing campus climate compared to heterosexual staff and staff who are U.S. citizens.

*Gender Differences*



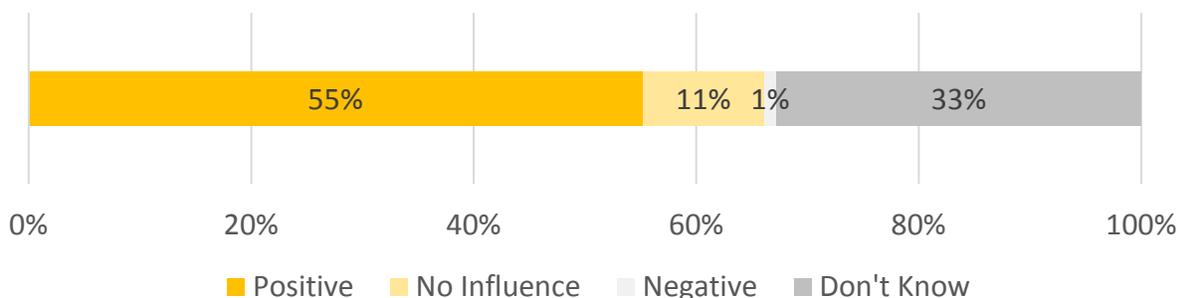
*Race/Ethnicity Differences*



## Recruitment and Retention: UI Initiatives

The following are initiatives/programs that the UI is either currently engaged in or is considering to promote diversity and create an inclusive and equitable campus environment. To what extent do you agree that these are positively influencing the campus climate?

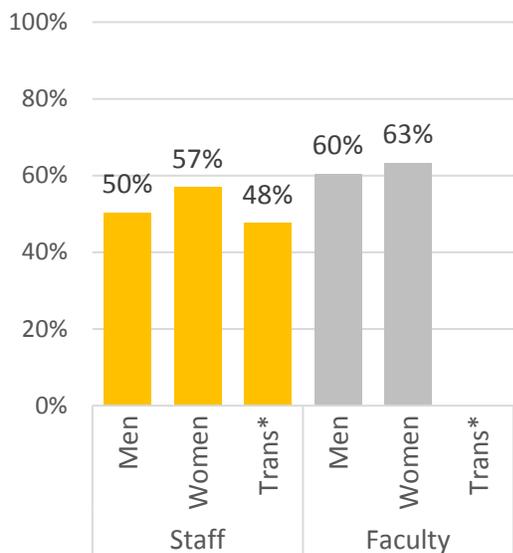
- Mentoring programs for new faculty and staff (e.g., National Center for Faculty Development and Diversity resources)



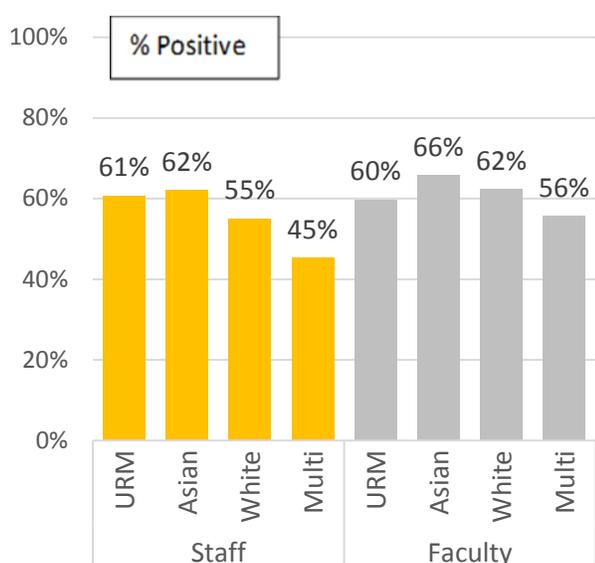
### Key Findings

1. A higher percentage of women staff report that mentoring programs are positively influencing campus climate compared to men.
2. A lower percentage of staff with a self-identified disability report that mentoring programs are positively influencing campus climate.

**Gender Differences**



**Race/Ethnicity Differences**



## Opportunity to Interact with People with Different Social Identities and Characteristics

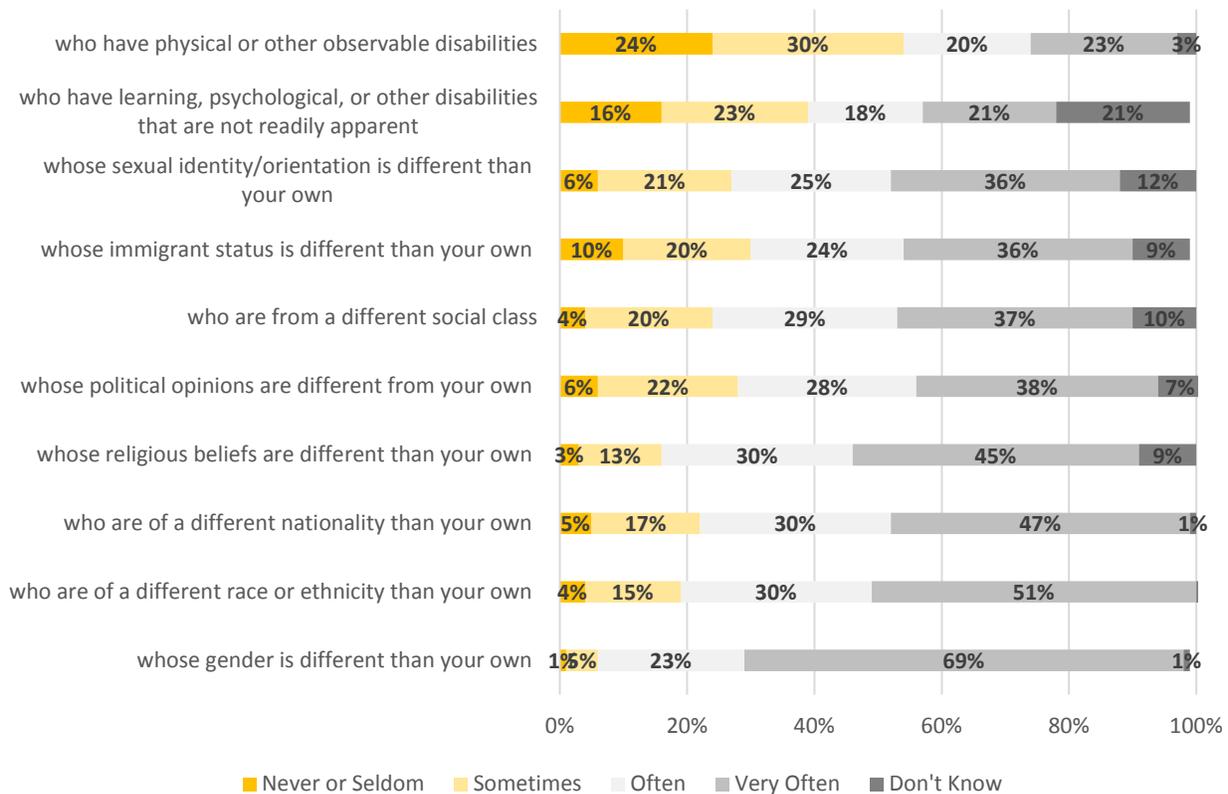
### During the past 12 months at UI, how often have you interacted with people:

- whose religious beliefs are different than your own
- whose political opinions are different from your own
- whose immigrant status is different than your own
- who are of a different nationality than your own
- who are of a different race or ethnicity than your own
- whose gender is different than your own
- whose sexual identity/orientation is different than your own
- who are from a different social class
- who have physical or other observable disabilities
- who have learning, psychological, or other disabilities that are not readily apparent

### Key Findings

1. Respondents are the most likely to report never or seldom interacting with people who have different types of disabilities, and least likely to report never or seldom interacting with people whose gender is different.

2. Faculty are more likely than staff to report interacting with people with different social identities or characteristics.



## Listening Session Feedback: Enhancing the Diversity of the Campus Community

In most of the sessions, discussion of how to enhance diversity through hiring was given the most time and attention with participants viewing it as both a goal in itself and as a necessary precondition for progress on things like retention and campus climate. In the written responses, by contrast, participants in all groups shifted the focus from hiring to the broader environment—often collapsing recruitment and retention into larger concerns about campus climate and institutional accountability.

With regard to hiring and retention, participants focused most prominently on:

- local and institutional goals
- the search process
- diversity in promotion and leadership
- challenges of retention

---

***We need to put the same DEI intentionality into staff searches as we do for faculty and administrative searches.***

---

Many participants described the broader

### **importance of diversity, equity, and inclusion**

goals and values related to diversity. “Diversity,” as one staff participant offered in their written response, “brings life, perspective, ideas, education, experience and growth to individuals and organizations.” For this reason, diversity, equity, and inclusion goals and values “should be infiltrating the whole interview process,” one participant argued, adding that “we need to put the same diversity, equity, and inclusion intentionality into staff searches as we do for faculty and administrative searches.”

Toward these ends, many felt it crucial to “train DEOs and leaders about good recruitment and retention practices,” to make bias training mandatory “for people throughout the hiring process,” to ensure diversity on search committees themselves and, most broadly to “hold search committees accountable.”

Others, especially staff and supervisor participants, argued for the importance of **proactive, intentional strategies for attracting diverse talent**, “casting a wider recruiting net” to reach beyond Iowa and the Midwest. Noting the challenge of diversifying applicant pools, some also underscored the responsibility to feed the pipeline by “investing in [URM] undergraduates, graduate students, and post-docs to help them enter and lead in academia and as staff.”

As in the responses to the open-ended survey questions, many also pointed to the lack of diversity in leadership ranks. More diversity here could “model and demonstrate commitment.” “We need to look around and see lots of different people,” as one participant argued, “seeing the cabinet and seeing a lot of white men up there, until that happens...I think confidence can be low.” “Commitment to diversity needs to be evident,” as a participant in the URM Faculty session concluded in their written response, “money for diversity hires, equity programs to help under-represented minorities succeed in academia, [and] inclusion of diverse faculty at all levels, especially in administrative positions.”

In addition to arguing for the importance of engaging in proactive, intentional strategies for attracting diverse talent, participants also argued for greater efforts in retaining the diverse faculty and staff already employed at the UI. We need to “find ways to retain diverse people,” as one staff participant noted in their written response, “they come here and we recruit well but many smart, outspoken, strong people feel unsupported and leave after a short time.” Participants argued for general support, better mentoring, and (for staff) clearer communication of promotion and advancement opportunities as potential strategies both for increasing retention as well as supporting the ability of current staff and faculty to thrive and reach their potential. “As an institution, Iowa is a hostile environment,” as one URM faculty concluded bluntly in their written response, “although there are pockets where we can find reprieve and reinvigoration, the majority of our time at this place is marked by struggle.”

---

***Give us URM faculty the financial and other resources commensurate with the labor we have to do (1) to meet shifting, unequally applied standards for reappointment and promotion, (2) meet the needs of students of color, (3) meet the needs of junior faculty of color who are constantly under threat, and (4) educate our non-URM peers about how to make this place less hostile.***

---

Participants in all groups also argued that recognition and other forms of support needed to be considered alongside the “disproportional service burden on faculty and staff of color” who are pressed “to be the voice of DEI on every committee.” As a participant in the URM faculty group put it in their written response: “Give us URM faculty the financial and other resources commensurate with the labor we have to do (1) to meet shifting, unequally applied standards for reappointment and promotion, (2) meet the needs of students of color, (3) meet the needs of junior faculty of color who are constantly under threat, and (4) educate our non-URM peers about how to make this place less hostile.” A number of participants pointed out that underrepresented staff and faculty would benefit as well from more universal strategies, including higher pay and paid parental leave.

## 2.2 Broadening Diversity, Equity, and Inclusion Awareness and Skills

---

This section of the report provides an analysis of survey items that capture faculty and staff experiences and perceptions related to: training and professional development, UI initiatives related to diversity, equity, and inclusion training and professional development, personal beliefs and perceptions, and self-assessed competency and skills related to diversity, equity, and inclusion (see below for a list of survey items in each category).

The key findings described in this section of the report are statistically significant differences. When differences are significant for both faculty and staff, both are described. In cases where the difference is only significant for faculty or staff, only the statistically significant difference is described (see Survey Data Analysis Section for more details).

Details on how the demographic categories used in the analyses can be found in Appendix 3.

This section of the report also includes the key themes and suggestions provided by listening session participants related to enhancing the diversity of the campus community. For more information about the listening sessions, see Appendix 2.

## Survey Items: Broadening Diversity, Equity, and Inclusion Awareness and Skills

### ***Training and Professional Development***

---

- In the past 12 months, I have participated in diversity-related professional development opportunities offered on campus.
- If yes: Participation in this opportunity increased my effectiveness in promoting diversity, equity and inclusion.

### ***UI Initiatives: Diversity, Equity, and Inclusion Trainings and Professional Development***

---

The following are initiatives/programs that the UI is either currently engaged in or is considering to promote diversity and create an inclusive and equitable campus environment. To what extent do you agree that these are positively influencing the campus climate?

- Diversity, equity and inclusion training and professional development programs for faculty and staff (e.g., BUILD, University Lecture Committee speaker)
- Unconscious bias training and related resources for search committees

### ***Personal Values and Beliefs***

---

- Achieving diversity, equity and inclusion at the UI is personally important to me.
- There is too much emphasis put on issues of diversity, equity, and inclusion at the University.
- Attention to diversity, equity and inclusion distracts us from achieving our academic mission.

### ***Self- Assessed Competencies and Skills***

---

- I feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (e.g., classes, meetings, informal interactions with colleagues).
- If asked, I could comfortably define the terms, “diversity, equity, and inclusion.”
- I can articulate why diversity, equity and inclusion are important to the University and its mission.
- I am skilled at identifying and interrupting unconscious bias in my work environments.

## Key Findings: Broadening Diversity, Equity, and Inclusion Awareness and Skills

### **Overall**

There is broad support among faculty and staff for campus programs to enhance awareness and skills related to diversity, equity, and inclusion. This support is documented by both survey responses and by observations made in the listening sessions and open-ended survey responses. In the latter, participants underscored not just the importance of these efforts, but also the urgency of expanding their scope and reach, and the importance of establishing robust mechanisms for assessment and accountability. There is a stark contrast between the vast majority of respondents who report that they personally value diversity, equity, and inclusion and support increasing efforts to achieve diversity, equity, and inclusion-related goals, and a much smaller group of respondents who see diversity, equity, and inclusion as distracting attention from the academic mission of the University, and think that there is too much emphasis on issues of diversity, equity, and inclusion at the University.

### ***Training and Professional Development***

---

Fewer than 50% of faculty and staff report participating in a diversity-related professional development opportunity offered on campus in the past 12 months. Among those who reported participating, 91% agreed that their participation in the training increased their effectiveness in promoting diversity, equity, and inclusion.

### ***UI Initiatives: Diversity, Equity, and Inclusion Trainings and Professional Development***

---

Approximately 60% of faculty and staff report that diversity, equity, and inclusion training and professional development programs for faculty and staff and unconscious bias training and related resources for search committees are having a positive impact on campus climate. Among staff who report participating in a diversity-related professional development opportunity offered on campus in the past 12 months, 75% agree that diversity, equity, and inclusion training and professional development programs for faculty and staff have a positive impact on campus climate (67% of faculty who have participated agree).

### ***Personal Values and Beliefs***

---

More than 90% of faculty and staff report that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them. However, 31% of staff and 23% of faculty report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University of Iowa. And, 22% of staff and 15% of faculty report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission.

### ***Self- Assessed Competencies and Skills***

---

The vast majority of faculty and staff report high levels of skill and competency related to diversity, equity, and inclusion, and those who report participating in a diversity-related professional development opportunity report higher levels than those who do not.

## Key Findings: Broadening Diversity, Equity, and Inclusion Awareness and Skills

### Group-Based Disparities

#### *Race/Ethnicity*

---

A higher percentage of URM faculty report being skilled at identifying and interrupting unconscious bias in their workplace compared to white faculty. Asian faculty and staff report less participation in diversity-related professional development and Asian faculty are the most likely to report that there is too much emphasis on issues of diversity, equity, and inclusion.

- URM staff are more likely to report that unconscious bias training and related resources for search committees is positively influencing campus climate compared to multiracial staff (64% compared to 42%).
- URM faculty are more likely to report that they are skilled at identifying and interrupting unconscious bias in their workplace compared to white faculty (94% compared to 77%).
- Asian faculty and staff are less likely than white faculty or URM staff to report participating in a diversity-related professional development (25% of Asian faculty compared to 56% of white faculty, and 26% of Asian staff compared to 47% of URM staff).
- Asian faculty are more likely to report that there is too much emphasis on issues of diversity, equity, and inclusion at the University of Iowa (43% compared to 20% of white faculty, 16% of URM faculty, and 6% of multiracial faculty).

#### *Gender*

---

Women faculty and staff are more likely to report participating in diversity-related professional development and perceive the training as effective compared to men. Women faculty and staff are also more likely than men to report that current University of Iowa professional development and training are contributing to a positive campus climate. Women faculty and staff are more likely to report valuing diversity, equity, and inclusion, and women staff are less likely to report that there is too much emphasis on diversity, equity, and inclusion, or that attention to the diversity, equity, and inclusion distracts us from achieving our academic mission. There are no significant gender differences in self-reported skills and competencies related to diversity, equity, and inclusion.

- Women faculty and staff are more likely to report participating in diversity-related professional development opportunities offered on campus in the past 12 months compared to men (62% of women faculty compared to 42% of men faculty; 40% of women staff compared to 33% of men staff). Women staff who participated in these opportunities are also more likely than men staff who also participated to report that the opportunity increased their effectiveness at in promoting diversity, equity, and inclusion.
- Women faculty and staff are more likely to report that diversity, equity, and inclusion training and professional development programs for faculty and staff and unconscious bias training and related resources for search committees are positively influencing campus climate.
- Women staff are more likely than men staff to report that achieving diversity, equity, and inclusion are personally important to them (96% compared to 90%).

- Men faculty and staff are more likely than women to report that there is too much emphasis on diversity, equity, and inclusion at the University of Iowa (39% of men staff compared to 26% of women staff, and 27% of men faculty compared to 15% of women faculty). Men faculty and staff are also more likely than women to report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (28% of men staff compared to 18% of women staff, and 17% of men faculty compared to 9% of women faculty).

### ***Sexual Orientation***

---

LGBQ faculty and staff are more likely to report participating in diversity-related professional development, and LGBQ staff are more likely to report that current University of Iowa professional development and training are contributing to a positive campus climate compared to their heterosexual colleagues. LGBQ staff are more likely to report valuing diversity, equity, and inclusion, and they are less likely to report that there is too much emphasis on diversity, equity, and inclusion, or that attention to the diversity, equity, and inclusion distracts us from achieving our academic mission compared to heterosexual staff. There are no significant sexual orientation differences in self-reported skills and competencies related to diversity, equity, and inclusion.

- LGBQ faculty and staff are more likely to report participating in diversity-related professional development opportunities offered on campus in the past 12 months compared to heterosexual faculty and staff (68% of LGBQ faculty compared to 51% of heterosexual faculty; 51% of LGBQ staff compared to 37% of heterosexual staff).
- LGBQ and staff are more likely to report that diversity, equity, and inclusion training and professional development programs for faculty and staff and unconscious bias training and related resources for search committees are positively influencing campus climate compared to heterosexual staff.
- LGBQ staff are more likely than heterosexual staff to report that achieving diversity, equity, and inclusion are personally important to them (98% compared to 94%).
- Heterosexual staff are more likely than LGBQ staff to report that there is too much emphasis on diversity, equity, and inclusion at the University of Iowa (31% compared to 10%). Heterosexual faculty and staff are also more likely than LGBQ faculty and staff to report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (22% of heterosexual staff compared to 7% of LGBQ staff, and 13% of heterosexual faculty compared to 8% of LGBQ faculty).

### ***Citizenship Status***

---

There are no statistically significant differences between faculty and staff who are citizens are those who are not in their self-assessed competencies and skills related to diversity, equity, and inclusion. There are also no significant differences in the assessments of these groups of current University of Iowa professional development and training programs. Non-citizen faculty are less likely than citizen faculty to report participation in a diversity-related training, and are more likely to report that there is too much emphasis on diversity, equity, and inclusion at the University of Iowa.

- Non-citizen faculty are less likely to report participating in diversity-related professional development opportunities offered on campus in the past 12 months compared to citizen faculty (38% compared to 55%).
- Non-citizen faculty are more likely than citizen faculty to report that there is too much emphasis on diversity, equity, and inclusion at the University of Iowa (39% compared to 20%).

### ***Ability Status***

---

Staff who identify as having a disability are more likely to report participating in a diversity-related professional development. Faculty who self-identify as having a disability are less likely to report that the current University of Iowa program that provides unconscious bias training for search committees is contributing to a positive campus climate compared to their heterosexual colleagues. Faculty who self-identify as having a disability are also less likely to report that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them. There are no significant ability status differences in self-reported skills and competencies related to diversity, equity, and inclusion.

- Staff who self-identify as having a disability are more likely to report participating in a diversity-related professional development opportunity offered on campus in the past 12 months compared to staff without a self-identified disability (45% compared to 37%).
- Faculty who self-identify as having a disability are less likely to report that the current University of Iowa program that provides unconscious bias training and resources to search committees positively impacts campus climate compared to faculty who do not self-identify as having a disability (44% compared to 59%).
- Faculty who self-identify as having a disability are less likely to report that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them compared to faculty who do not self-identify as having a disability (91% compared to 97%).

### ***Political Ideology***

---

The vast majority of both liberal and conservative faculty and staff report that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them. Faculty and staff who identify as politically liberal are more likely to report that they have participated in a diversity-related professional development compared to faculty and staff who identify as politically conservative. A higher percentage of faculty and staff who identify as conservative as compared to those who identify as liberal report that there is too much emphasis on issues of diversity, equity, and inclusion at the University of Iowa and that attention to diversity, equity, and inclusion distracts us from achieving our academic mission. Staff and faculty who identify as politically liberal self-assess themselves higher than staff and faculty who identify as politically conservative on diversity, equity, and inclusion-related competencies and skills.

- Faculty and staff who identify as politically liberal are more likely to report that they have participated in a diversity-related professional development compared to faculty and staff who identify as politically conservative (57% of liberal faculty and 43% of liberal staff compared to 40% of conservative faculty and 30% of conservative staff). Among staff who participated in these opportunities, a higher percentage of staff who identify as politically

liberal compared to those who identify as politically conservative report that participation increased their effectiveness in promoting diversity, equity, and inclusion compared to (94% compared to 85%).

- A higher percentage of faculty and staff who identify as politically liberal report that current University of Iowa diversity, equity, and inclusion training and professional development programs for faculty and staff and unconscious bias training and resources for search committees positively impact campus climate.
- The vast majority of both liberal and conservative faculty and staff report that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them. A higher percentage of faculty and staff who identify as politically liberal report that this is personally important to them (99% of liberal faculty and 98% of liberal staff compared to 83% of conservative faculty and 85% of conservative staff).
- A much higher percentage of faculty and staff who identify as conservative report that there is too much emphasis on issues of diversity, equity, and inclusion at the University of Iowa (more than 60% of conservative faculty and staff compared to 15% or less of liberal faculty and staff), and that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (almost 50% of conservative faculty and staff compared to less than 10% of liberal faculty and staff).
- There is no significant difference between faculty who identify as politically conservative or liberal in terms of reporting that they feel competent to discuss issues of diversity, equity, and inclusion in on-campus environments. There is a significant difference between staff who identify as politically conservative and liberal on this point: staff who identify as politically liberal are more likely to report feeling competent to do this compared to staff who identify as politically conservative (88% compared to 79%).
- A higher percentage of faculty and staff who identify as politically liberal compared to those who identify as politically conservative report that they can comfortably define diversity, equity, and inclusion, can articulate why diversity, equity, and inclusion are important to the University and its mission, and are skilled at identify and interrupting unconscious bias in their work environment.

### ***Religious Affiliation***

---

There is no significant difference between faculty and staff of different religious affiliations in reporting that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them. A higher percentage of staff who have a non-Christian religious affiliation compared to those with a Christian religious affiliation report participating in a diversity-related professional development opportunity offered on campus in the past 12 months, and that current University professional development and training programs are positively impacting campus climate. A higher percentage of faculty and staff who have a Christian religious affiliation report that there is too much emphasis on diversity, equity, and inclusion at the University compared to faculty and staff who report being non-religious. There are no significant differences between faculty and staff with different religious affiliations in their self-assessment of their own competencies and skills related to diversity, equity, and inclusion.

- A higher percentage of staff who have a non-Christian religious affiliation report participating in a diversity-related professional development opportunity offered on campus in the past 12

months compared to staff with a Christian religious affiliation or who report being non-religious (49% compared to 36% and 35% respectively).

- A higher percentage of staff who have a non-Christian religious affiliation report that current University of Iowa programs such as diversity, equity, and inclusion training and professional development programs for faculty and staff and unconscious bias training and related resources for search committees is positively influencing campus climate compared to staff with a Christian religious affiliation.
- A higher percentage of faculty and staff who have a Christian religious affiliation report that there is too much emphasis on diversity, equity, and inclusion at the University compared to faculty and staff who report being non-religious (37% of Christian faculty and 29% of Christian staff compared to 22% of non-religious faculty and 15% of non-religious staff).
- There is no significant difference between faculty of different religious affiliations in reporting that attention to diversity, equity, and inclusion distracts us from achieving our academic mission. Among staff, a higher percentage of those with a Christian religious affiliation report agreeing with this statement compared to staff with other religious affiliations or report being non-religious (26% compared to 15% and 16% respectively).
- There are no significant differences between faculty and staff with different religious affiliations in their self-assessment of their competencies and skills related to diversity, equity, and inclusion.

### ***Faculty Compared to Staff***

---

A higher percentage of faculty report participating in a diversity-related professional development opportunity offered on campus in the past 12 months compared to staff. A higher percentage of staff report that current University of Iowa diversity, equity, and inclusion training and professional development programs for faculty and staff are positively impacting campus climate compared to faculty. A higher percentage of staff compared to faculty report that there is too much emphasis on diversity, equity, and inclusion at the University, and that attention to diversity, equity, and inclusion distracts us from achieving our academic mission. There are no significant differences between faculty and staff on three of the four items asking respondents to self-assess their own competencies and skills related to diversity, equity, and inclusion.

- A higher percentage of faculty report participating in a diversity-related professional development opportunity offered on campus in the past 12 months compared to staff (53% compared to 38%).
- A higher percentage of staff report that current University of Iowa diversity, equity, and inclusion training and professional development programs for faculty and staff are positively impacting campus climate compared to faculty (62% compared to 55%).
- A higher percentage of faculty report that achieving diversity, equity, and inclusion is personally important to them compared to staff (96% compared to 94%). A higher percentage of staff compared to faculty report that there is too much emphasis on diversity, equity, and inclusion at the University (31% compared to 23%), and that attention to diversity, equity, and inclusion distracts us from achieving our academic mission (22% compared to 15%).
- A higher percentage of faculty report that they feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments compared to staff (88%

compared to 85%). There are no significant differences between faculty and staff on the three other items asking respondents to self-assess their own competencies and skills related to diversity, equity, and inclusion.

### ***Faculty Rank or Track***

---

There are no significant differences between faculty of different ranks or tracks in participation in diversity-related professional development, assessments of current University of Iowa initiatives related to training and professional development, personal values related to diversity, equity, or inclusion, or their own self-assessment of their competencies and skills related to diversity, equity, and inclusion.

### ***Staff Type***

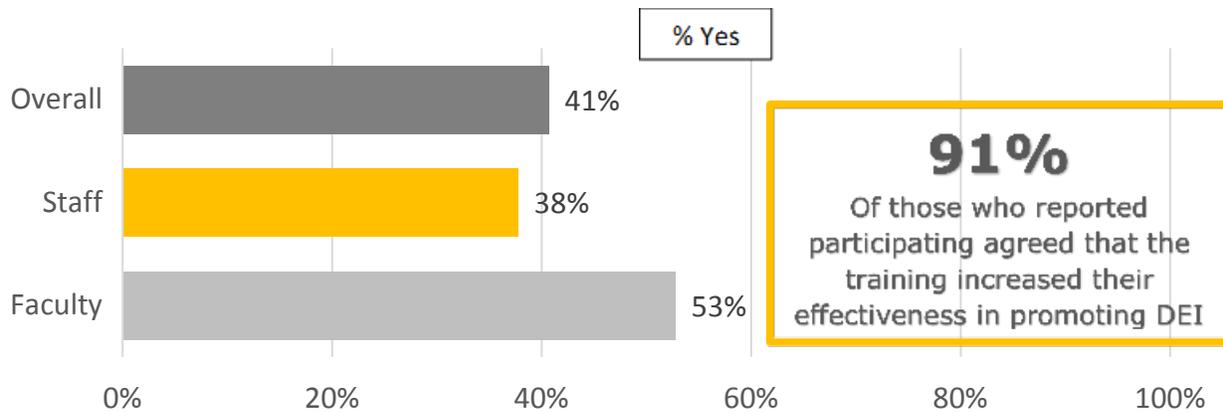
---

A higher percentage of P&S staff report participating in a diversity-related professional development opportunity offered on campus in the past 12 months compared to other staff. Higher percentages of P&S staff report current University initiatives related to professional development are positively influencing campus climate. A higher percentage of P&S staff report that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them compared to Merit staff, and a higher percentage of Merit staff report that there is too much emphasis on issues of diversity, equity, and inclusion at the University, and that attention to diversity, equity, and inclusion distracts us from achieving our academic mission. P&S staff self-assess their own competencies and skills related to diversity, equity, and inclusion higher than Merit staff.

- A higher percentage of P&S staff report participating in a diversity-related professional development opportunity offered on campus in the past 12 months compared to other staff (43% compared to 23% of Merit staff, 18% of SEIU staff, and 25% of staff with other classifications).
- A higher percentage of P&S staff report that current University of Iowa initiatives that provide diversity, equity, and inclusion training and professional development for faculty and staff, and providing unconscious bias training and resources to search committees are having positive impacts on campus climate compared to Merit staff.
- A higher percentage of P&S staff report that achieving diversity, equity, and inclusion at the University of Iowa is personally important to them compared to Merit staff (95% compared to 91%). A lower percentage of P&S staff report that there is too much emphasis on issues of diversity, equity, and inclusion at the University, or that attention to diversity, equity, and inclusion distracts us from achieving our academic mission compared to Merit staff.
- Higher percentages of P&S staff report feeling competent to discuss issues related to diversity, equity, and inclusion in on-campus environments, being able to comfortably define diversity, equity, and inclusion, and being able to articulate why diversity, equity, and inclusion are important to the University and its mission compared to Merit staff.

## Training and Professional Development

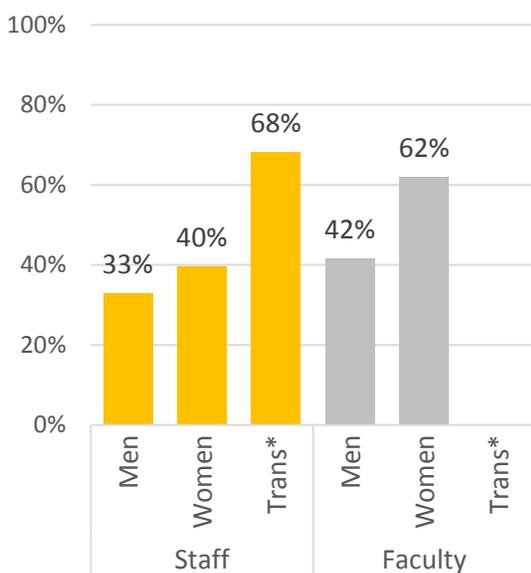
**In the past 12 months, I have participated in diversity-related professional development opportunities offered on campus.**



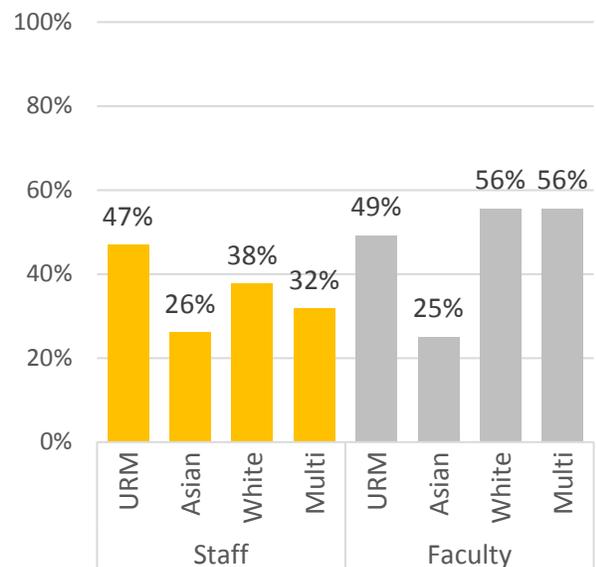
### Key Findings

1. A higher percentage of faculty report participating in diversity-related professional development.
2. Among staff, a much higher percentage of P&S staff report participating (43%) compared to SEIU (18%) and Merit (22%) staff.
3. Women faculty and staff are more likely to report participation in diversity-related professional development compared to men.
4. A higher percentage of LGBTQ faculty and staff report participation in diversity-related professional development compared to their heterosexual colleagues.

### Gender Differences



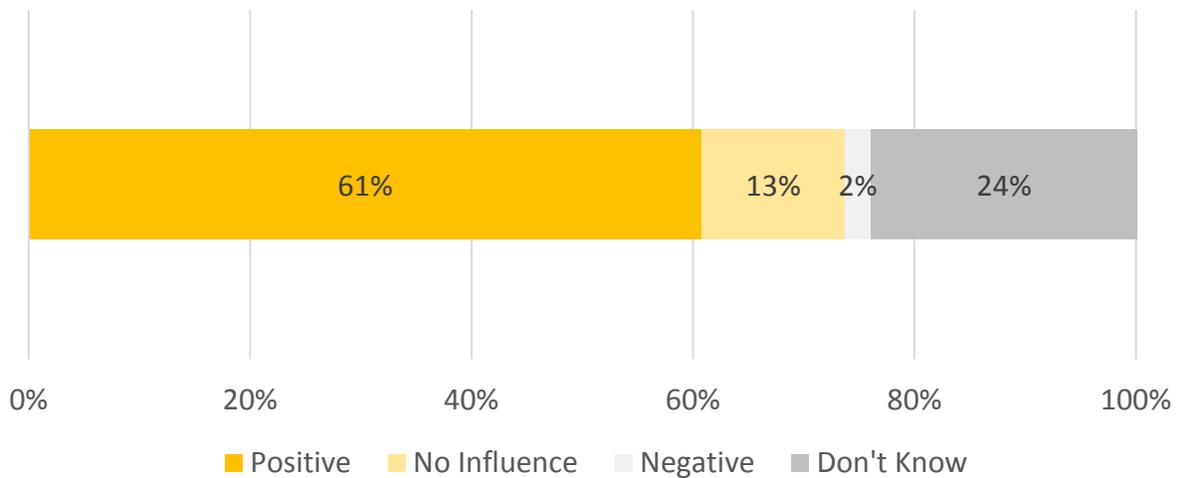
### Race/Ethnicity Differences



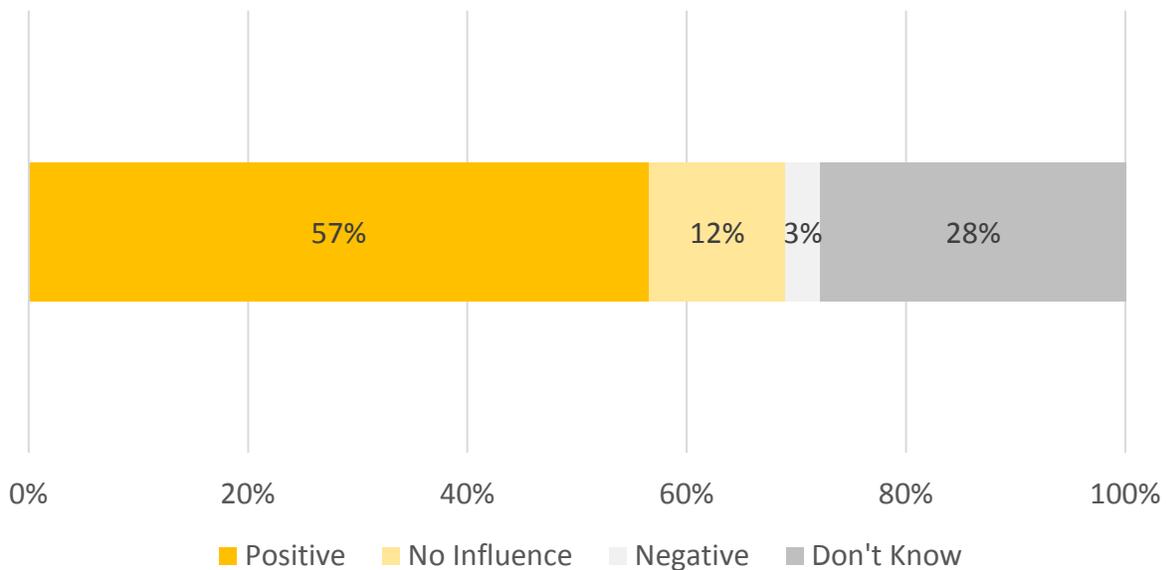
## Training and Professional Development: Current University of Iowa Initiatives/Programs

The following are initiatives/programs that the University of Iowa is either currently engaged in or is considering to promote diversity and create an inclusive and equitable campus environment. To what extent do you agree that these are positively influencing the campus climate?

- Diversity, equity and inclusion training and professional development programs for faculty and staff (e.g., BUILD, University Lecture Committee speakers)

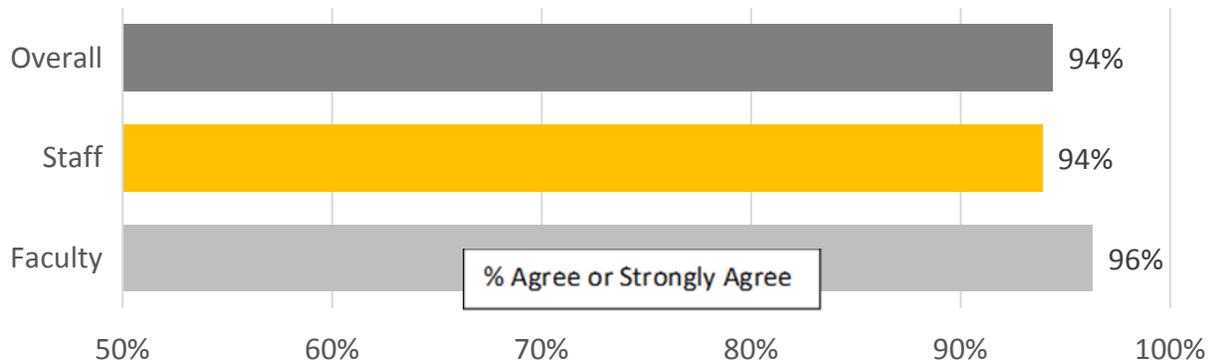


- Unconscious bias training and related resources for search committees



## Personal Values and Beliefs

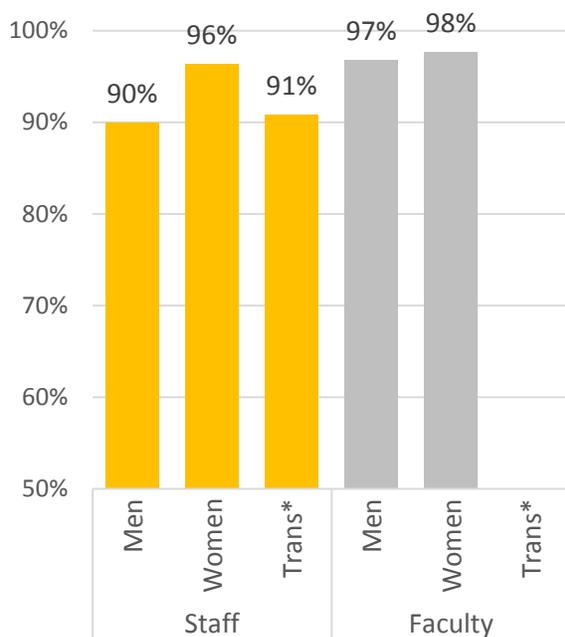
**Achieving diversity, equity and inclusion at the University of Iowa is personally important to me.**



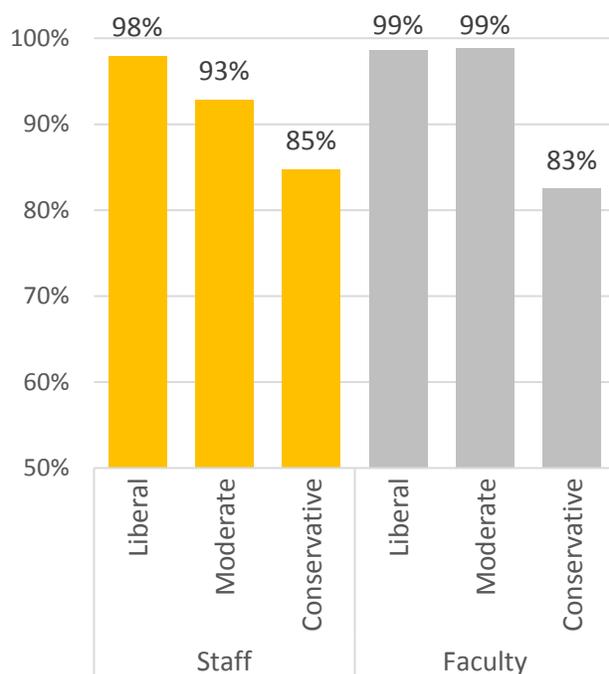
### Key Findings

1. Overall, a very high percentage of faculty and staff report that achieving diversity, equity, and inclusion at the University of Iowa is important to them.
2. Among staff, a much higher percentage of P&S staff report that achieving diversity, equity, and inclusion at the University of Iowa is important to them compared to Merit staff.
3. A lower percentage of politically conservative faculty and staff report that achieving diversity, equity, and inclusion at the University of Iowa is important to them compared to politically liberal or moderate faculty and staff.

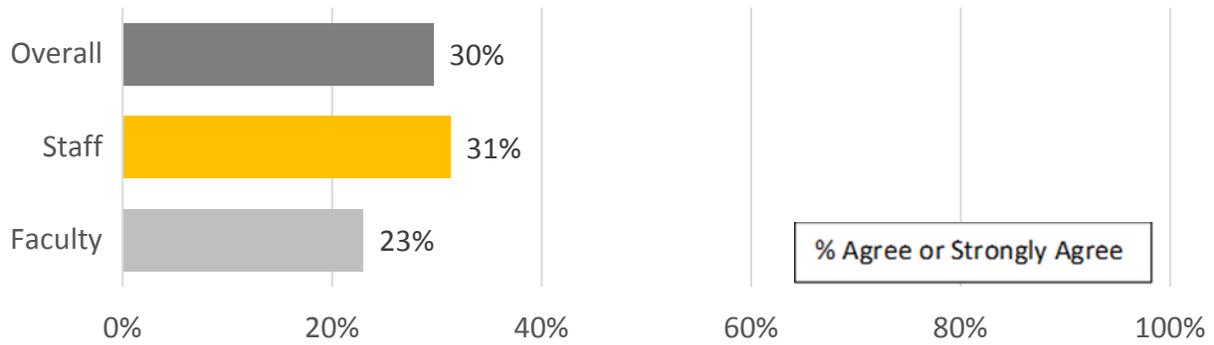
#### Gender Differences



#### Political Orientation Differences



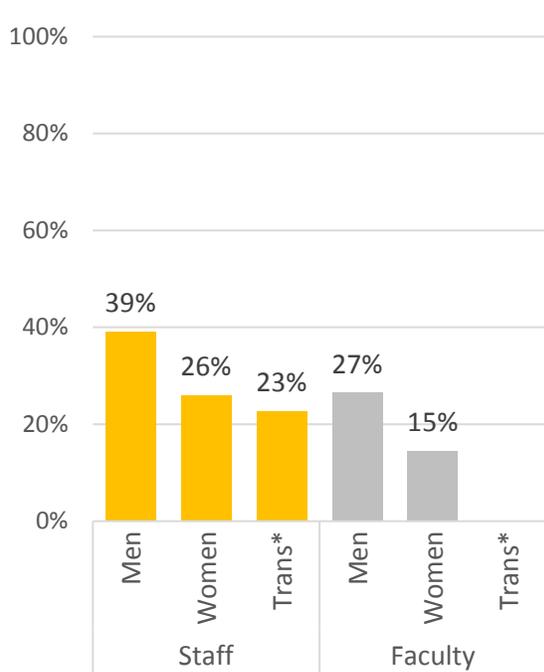
**There is too much emphasis put on issues of diversity, equity, and inclusion at the University of Iowa.**



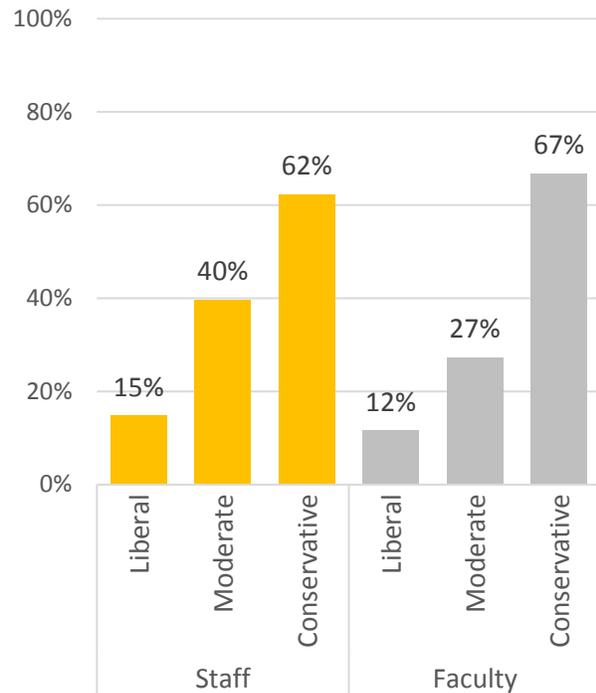
**Key Findings**

1. Almost one-quarter of faculty report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University of Iowa compared to almost one-third of staff.
2. A higher percentage of men faculty and staff report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University of Iowa compared to women faculty and staff.
3. A higher percentage of politically conservative faculty and staff report that there is too much emphasis put on issues of diversity, equity, and inclusion at the University of Iowa compared to politically liberal or moderate faculty and staff.

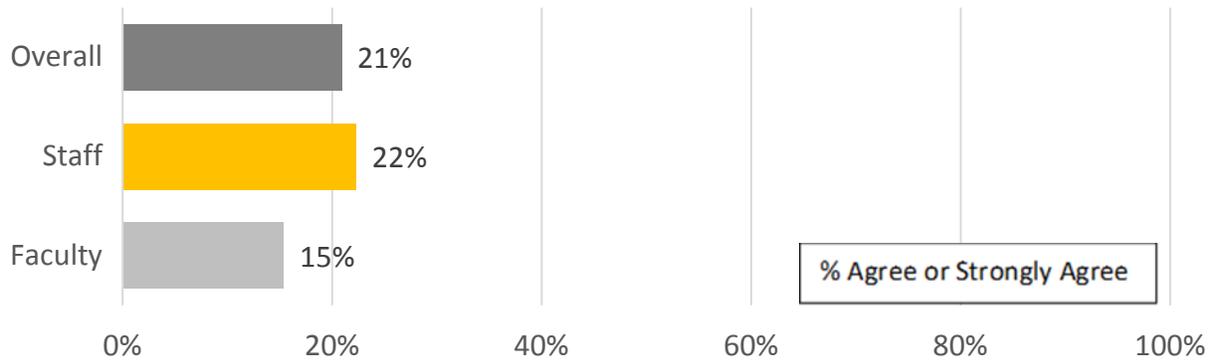
**Gender Differences**



**Political Orientation Differences**



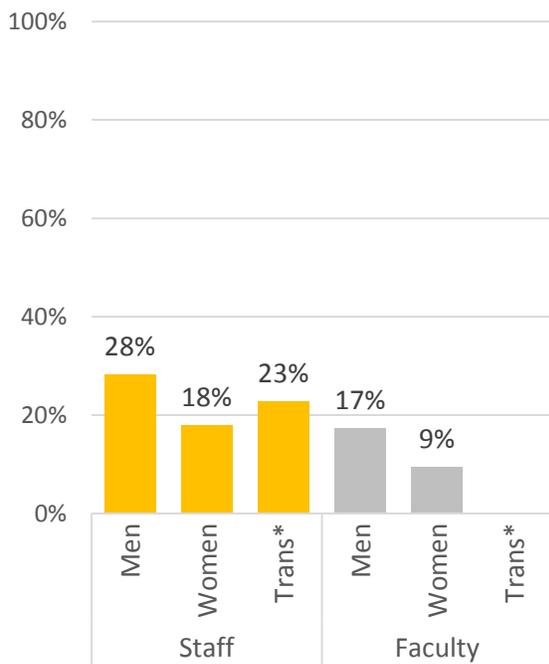
**Attention to diversity, equity and inclusion distracts us from achieving our academic mission.**



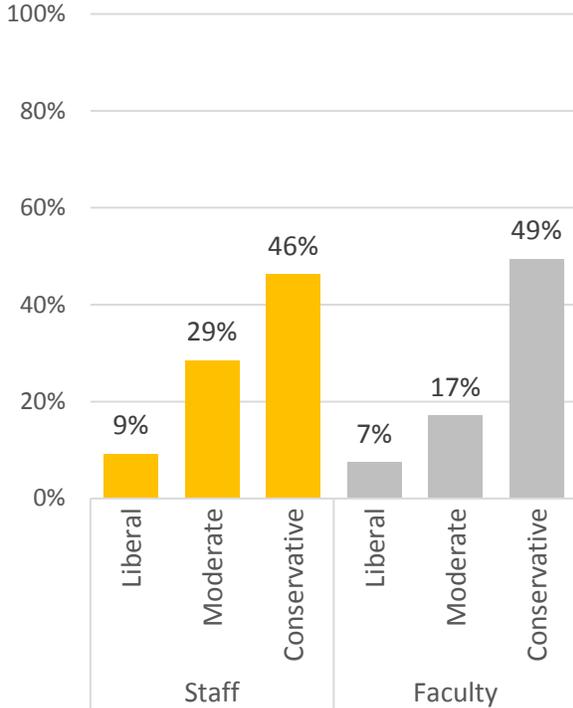
**Key Findings**

1. Almost one-quarter of staff report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission compared to 15% of faculty.
2. A higher percentage of men faculty and staff report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission compared to women faculty and staff.
3. A higher percentage of politically conservative faculty and staff report that attention to diversity, equity, and inclusion distracts us from achieving our academic mission compared to politically liberal or moderate faculty and staff.

*Gender Differences*



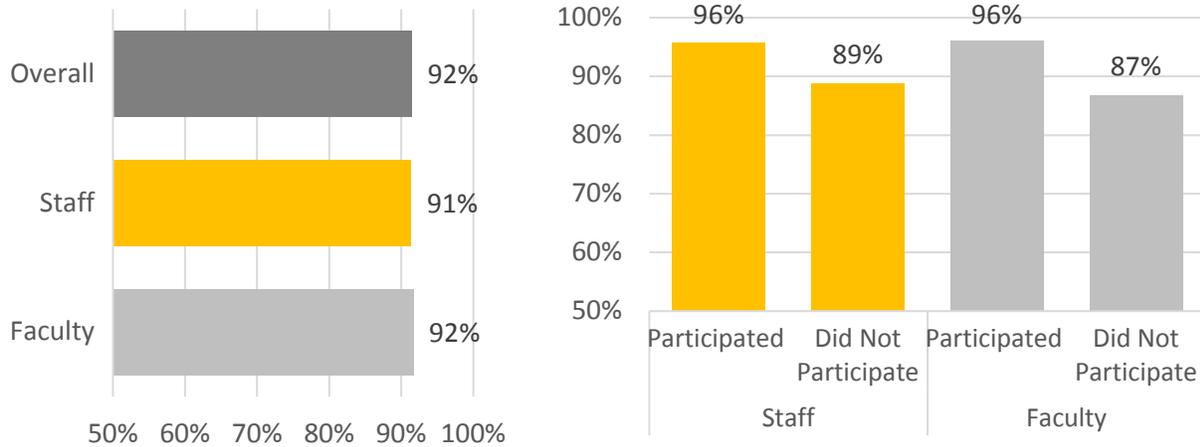
*Political Orientation Differences*



## Personal Competency and Skills

**If asked, I could comfortably define the terms, “diversity, equity, and inclusion.”**

*Differences by Participation in Diversity-Related PD*

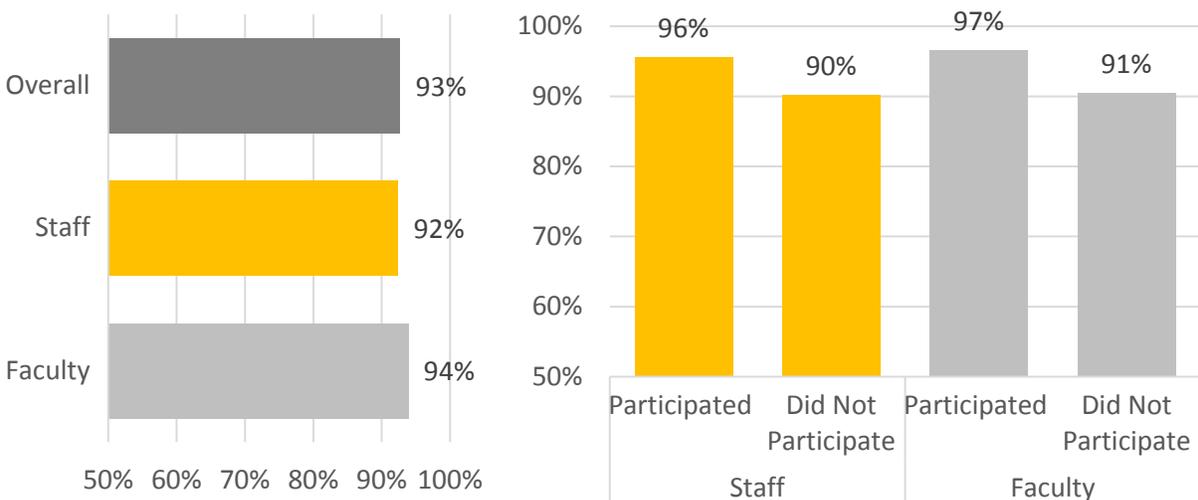


### Key Findings

1. Very high percentages of faculty and staff self-report high levels of personal competency and skills related to diversity, equity, and inclusion.
2. Faculty and staff who report participating in a diversity-related professional development opportunity on campus in the past 12 months report higher levels of personal competency and skills related to diversity, equity, and inclusion.

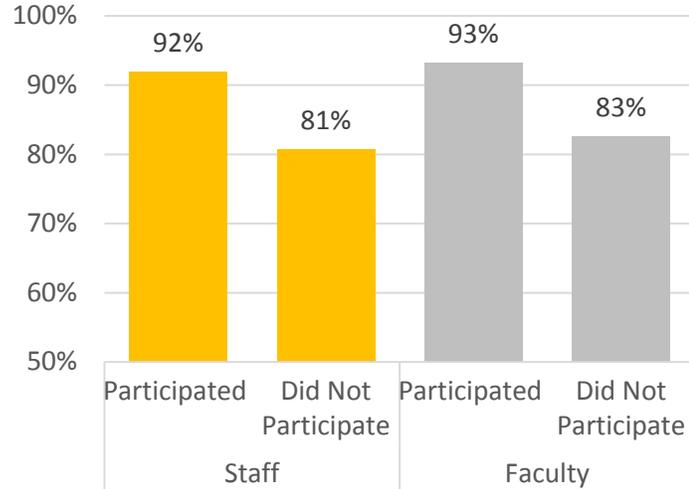
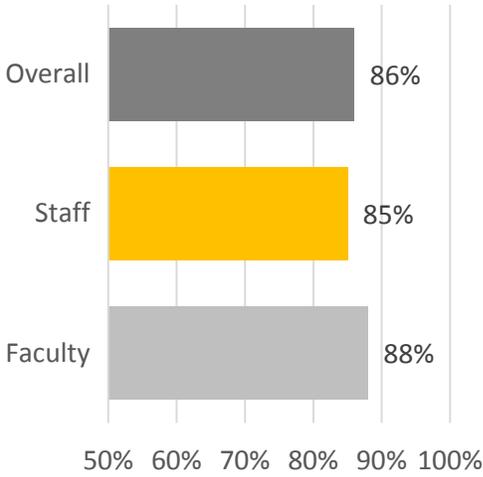
**I can articulate why diversity, equity and inclusion are important to the University and its mission.**

*Differences by Participation in Diversity-Related PD*



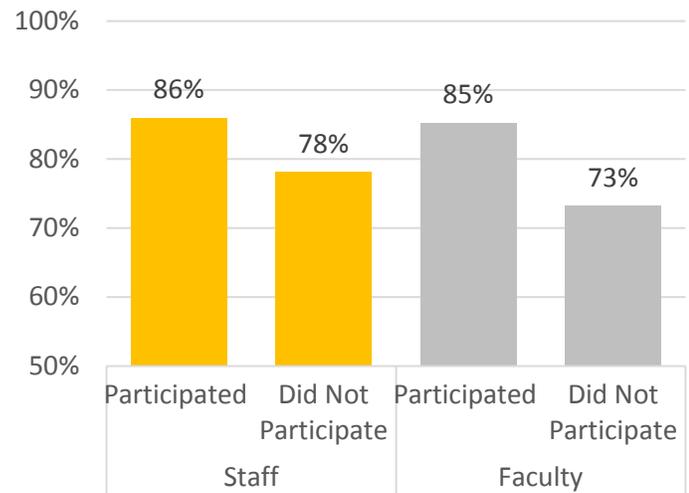
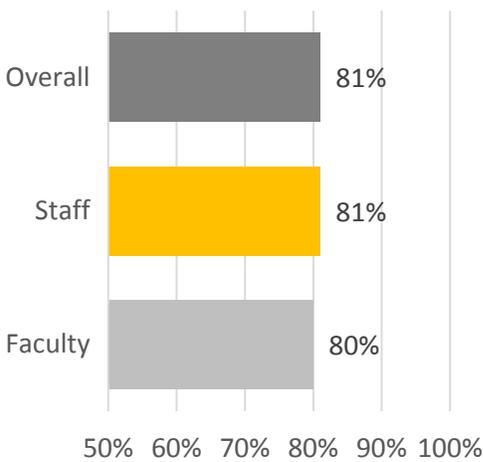
**I feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (e.g., classes, meetings, informal interactions with colleagues).**

*Differences by Participation in Diversity-Related PD*



**I am skilled at identifying and interrupting unconscious bias in my work environments.**

*Differences by Participation in Diversity-Related PD*



## Listening Session Feedback: Broadening Diversity, Equity, and Inclusion Awareness and Skills

As in the survey responses, focus group participants argued for an expansion of existing diversity, equity, and inclusion training programs, either by increasing the supply (the staffing and capacity of BUILD and other programs) or increasing the demand (by broadening or mandating participation): “The number of training opportunities need to be increased,” as one URM staff participant put it in their written response, “and institutionalized into our work lives.”

A number of participants noted that such training options were less accessible to staff (due to scheduling and location constraints) and to those on the west side of the river (“focused on the academic side rather than the health side”). And a number expressed a strong preference for in-person “interactive skill building” rather than PowerPoint presentations or online modules.

---

***The number of training opportunities need to be increased and institutionalized into our work lives.***

---

The issue of whether trainings related to diversity, equity, and inclusion should be mandatory was discussed in each session. The argument for mandated training rested on the conviction that voluntary participation meant “preaching to the self-selected choir,” that key constituencies (DEOs, hiring committees, leaders, etc.) were being missed (“leaders need to show or demonstrate the values of diversity, inclusion, and equity,” as one staff participant underscored, “with their OWN training”), or simply that it is crucial and important: (“if we believe in it, we should make it mandatory and set aside 2 hours or so of time for people to do training”). Regarding the mechanism for expansion, participants preferred the carrot to the stick. Many suggested “concrete incentives” for departments/units or individual employees, including salary bumps, and assurance that training (for faculty) would count toward the service load; we “should support and encourage you to do this work rather than just ‘allowing’ you to do it. It should be a ‘bonus’ that you are doing it when you go into annual reviews.”

---

***If we believe in it, we should make it mandatory.***

---

But many participants also expressed concern with mandating training, noting that it might lead to greater resistance or resentment from people who were not supportive of diversity, equity, and inclusion issues broadly.

A number of participants also noted that the University needed to do a better job of articulating why diversity, equity, and inclusion are important, in part to convince those who are not on board. While not a training per se, participants thought that explicit messaging around diversity, equity, and inclusion would be one way to broaden awareness and increase the engagement of campus stakeholders in diversity, equity, and inclusion work.

Here, as in hiring and retention and other issues, one of the key issues discussed by participants was scale. Participants noted that even if not required, training needs to be

completed by a sufficient number of people to shape campus climate and culture. As a staff participant offered in their written response, we need to “scale effective programs with adequate resources.” Some participants argued that this could be accomplished by expanding the roster of BUILD and other diversity, equity, and inclusion training opportunities. Other participants argued that increasing scale could be accomplished by “embedding diversity into other trainings” so that it was an integral element of campus climate and not an afterthought. “I think, about the people who are staunchly opposed to trainings,” reflected one participant, “if we change the greater culture, they won’t fit in anymore.”

---

***Scale effective programs with resources.***

---

## 2.3 Strengthening an Inclusive and Equitable Campus Environment

---

This section of the report provides an analysis of survey items that capture faculty and staff experiences and perceptions related to perceptions of value, experiences of discrimination, experiences of work environment, comparisons to co-workers, climate perceptions, and UI inclusive climate-related initiatives (see below for a list of survey items in each category).

The key findings described in this section of the report are statistically significant differences. When differences are significant for both faculty and staff, both are described. In cases where the difference is only significant for faculty or staff, only the statistically significant difference is described (see Survey Data Analysis Section for more details).

Details on how the demographic categories used in the analyses can be found in Appendix 3.

This section of the report also includes the key themes and suggestions provided by listening session participants related to enhancing the diversity of the campus community. For more information about the listening sessions, see Appendix 2.

## Survey Items: Strengthening an Inclusive and Equitable Campus Environment

### ***Perceptions of Value***

---

- I feel valued as an individual at the University of Iowa.
- My colleagues value my research. [Faculty Only]

### ***Experiences with Discrimination***

---

Over the past 12 months, how often have you experienced obvious/blatant or subtle discrimination at the University of Iowa because of your: [asked as separate questions] ability or disability status, age, gender identity or gender expression, immigrant or international status or national origin, political opinions, beliefs, or ideology, racial or ethnic identity, religion, sexual orientation or identity, socioeconomic status or social class, and other, please describe.

### ***Experiences of Work Environment***

---

- My department has a collegial environment. [Faculty Only]
- My department /unit has a respectful work environment. [Staff Only]
- I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or promotion. [Faculty Only]
- I have a voice in the decision-making process that affects the direction of my department/unit.
- I am able to perform up to my full potential at the University.

### ***Comparisons to Co-Workers***

---

In comparison to my colleagues/co-workers, [asked as separate questions: I have to work harder to be respected as a scholar [Faculty Only]; I have to work harder to be respected as a professional [Staff Only]; I have to work harder to achieve the same recognition; I have to work harder to have my ideas heard; I have to work harder to support underrepresented minority students, staff and faculty; I have to work harder to gain access to informal social networks; I have to work harder to create community with people who share my social identities (e.g., race, gender); I have to work harder to access mentoring; and I have to work harder to be nominated for awards and honors.

### ***Climate Perceptions***

---

- In the past 12 months, how satisfied have you been with the overall campus climate/environment that you have experienced at the University of Iowa?
- The University provides an environment for the free and open expression of ideas, opinions, and beliefs.
- How would you rate the overall climate at the University of Iowa for faculty, staff and students who are: [asked as separate questions] individuals with disabilities; lesbian,

gay, bisexual, transgender, or queer (LGBTQ) individuals; underrepresented U.S. racial/ethnic minority (URM); immigrants or non-U.S. citizens; women; men; politically liberal; politically conservative; and veterans.

### ***University of Iowa Initiatives to Create Inclusive Climate***

---

The following are initiatives/programs that the University of Iowa is either currently engaged in or is considering to promote diversity and create an inclusive and equitable campus environment. To what extent do you agree that these are positively influencing the campus climate?

- Efforts to increase the diversity of invited campus speakers, lectures, performances
- Supporting UI faculty/staff constituency councils (e.g., UI Latino Council, African American Council, LGBTQ Association)
- Efforts to create a welcoming community in Iowa City/Coralville

## Key Findings: Strengthening an Inclusive and Equitable Campus Environment

### **Overall**

Overall, faculty and staff report feeling valued as members of the University community and have fairly positive experiences of their work environment and campus climate. However, nearly half of faculty and staff report experiencing discrimination in the past 12 months at the University of Iowa. The most prevalent discriminatory experience reported is age, followed by political opinions, beliefs, or ideology, and gender identity or gender expression. To improve inclusiveness and equitability of the campus environment, participants in the strategic listening sessions suggested creating a stronger sense of community, providing social opportunities to interact with others, instilling diversity, equity, and inclusion goals and values much more thoroughly and intentionally in campus life, and broadening the attention given to cultural resources on and off campus.

### ***Perceptions of Value***

---

The vast majority of faculty and staff report that they feel valued as an individual at the University of Iowa (86% of faculty and 85% of staff). Among faculty, the vast majority also report that their colleagues value their research (84%).

### ***Experiences with Discrimination***

---

Almost 50% of respondents report experiencing obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months. The most commonly reported type of discriminatory experience is age, reported by 27% of staff and 24% of faculty. For faculty, the second most common type of discriminatory experience reported is gender identity or gender expression (23%). For staff, the second most common type of discriminatory experience reported is political ideology, opinions, or belief (18%).

### ***Experiences of Work Environment***

---

The vast majority of faculty report that their department has a collegial environment (86%). However, among faculty who reported that they have seriously considered leaving in the past year, a much lower percentage agree that their department has a collegial environment (74%). Similarly, the vast majority of staff report that their department has a respectful environment (87%). However, among staff who reported that they have seriously considered leaving in the past year, a much lower percentage agree that their department has a respectful environment (72%).

The overwhelming majority of faculty and staff report being able to perform up to their potential at the University (84%), and almost three-quarters of faculty and staff report that they have a voice in the decision-making process that affects the directions of their department/unit. At the same time, approximately 40% of faculty and staff report that they are reluctant to bring up issues that concern them for fear that it will affect their performance evaluation or promotion.

### ***Comparisons to Co-Workers***

---

Faculty and staff respondents were asked a series of questions inquiring whether they need to work harder than their colleagues/co-workers on a variety of things e.g. be respected as a scholar or professional, have their ideas heard, achieve recognition, support URM students, staff, and faculty, etc. Among faculty, more than 50% reported that they need to work harder to be respected as a scholar. Among staff, almost 50% reported that they need to work harder to be respected as a professional or achieve the recognition.

### ***Climate Perceptions***

---

The vast majority of faculty and staff agree that the University of Iowa provides an environment for the free and open expression of ideas, opinions, and beliefs. Almost three-quarters of faculty and staff report that they are somewhat or very satisfied with the campus climate/environment that they have experienced at the University of Iowa in the past 12 months.

When asked how they would rate the overall climate at the University of Iowa for faculty, staff and students who have a variety of different social identities and characteristics, one-quarter of faculty and staff reported that they perceive the climate to be somewhat or very hostile for politically conservative individuals, URM individuals (11%), immigrants or non-citizens (11%), women (9%), individuals with disabilities (7%), LGBTQ individuals (5%), veterans (3%), men (3%), and politically liberal individuals (2%).

### ***University of Iowa Initiatives to Create Inclusive Climate***

---

More than 50% of faculty and staff report that efforts to increase the diversity of invited campus speakers, lectures, performances, supporting UI faculty/staff constituency councils (e.g., UI Latino Council, African American Council, LGBTQ Association), and efforts to create a welcoming community in Iowa City/Coralville are positively impacting campus climate.

## Key Findings: Strengthening an Inclusive and Equitable Campus Environment

### Group-Based Disparities

#### *Race/Ethnicity*

---

More than 50% of URM faculty and staff report that they have experienced either obvious/blatant or subtle discrimination because of their racial or ethnic identity at the University of Iowa in the past 12 months. A lower percentage of URM staff report that they feel valued as an individual at the University of Iowa or that are able to perform up to their full potential at the University. A higher percentage of URM faculty and staff compared to white faculty and staff report that they have to work harder than their colleagues/co-workers to be respected as a scholar or professional, to support underrepresented minority students, staff, and faculty, to achieve the same recognition, to have their ideas heard, to create community with people who share their social identities, to access mentoring, to be nominated for awards and honors, and to access informal social networks. A higher percentage of URM faculty and staff report that the overall climate at the University of Iowa for faculty, staff, and students who are underrepresented U.S. racial/ethnic minorities is somewhat or very hostile, and a lower percentage of URM staff report that they are satisfied with the overall campus climate/environment that they have experienced at the University of Iowa in the past 12 months.

- More than 50% of URM faculty and staff report that they have experienced either obvious/blatant or subtle discrimination because of their racial or ethnic identity at the University of Iowa in the past 12 months. Among Asian respondents, almost half of staff report discrimination because of their racial or ethnic identity (46%), and approximately one-quarter of faculty (26%).
- A higher percentage of URM faculty and staff report that they have to work harder than their colleagues/co-workers compared to white faculty and staff:
  - to be respected as a scholar or professional (70% of URM staff compared to 43% of white staff, and 71% of URM faculty compared to 48% of white faculty);
  - to support underrepresented minority students, staff, and faculty (60% of URM staff compared to 24% of white staff, and 71% of URM faculty compared to 40% of white faculty);
  - to achieve the same recognition (65% of URM staff compared to 44% of white staff, and 73% of URM faculty compared to 45% of white faculty);
  - to have their ideas heard (60% of URM staff compared to 42% of white staff, and 66% of URM faculty compared to 43% of white faculty);
  - to create community with people who share my social identities (58% of URM staff compared to 16% of white staff, and 60% of URM faculty compared to 25% of white faculty);
  - to access mentoring (54% of URM staff compared to 25% of white staff, and 51% of URM faculty compared to 35% of white faculty)
  - to be nominated for awards and honors (59% of URM staff compared to 41% of white staff, and 63% of URM faculty compared to 42% of white faculty);

- to gain access to informal social networks (49% of URM staff compared to 24% of white staff, and 51% of URM faculty compared to 33% of white faculty).
- A lower percentage of URM staff report that they feel valued as an individual at the University of Iowa compared to white and Asian staff (78% compared to 96% and 86% respectively).
- A higher percentage of Asian staff report that their department has a respectful environment compared to URM and white staff (98% compared to 85% and 88% respectively).
- A lower percentage of URM staff report that they are able to perform up to their full potential at the University compared to Asian and white staff (76% compared to 92% and 86% respectively).
- A lower percentage of URM staff report that they are satisfied with the overall campus climate/environment that they have experienced at the University of Iowa in the past 12 months compared to white and Asian staff (57% compared to 75% for both white and Asian respectively).
- A lower percentage of URM staff compared to white staff report that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (78% compared to 87%). A lower percentage of URM faculty compared to Asian faculty report that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (69% compared to 94%).
- A higher percentage of URM faculty and staff report that the overall climate at the University of Iowa for faculty, staff, and students who are underrepresented U.S. racial/ethnic minorities is somewhat or very hostile compared to Asian and white faculty and staff (29% of URM faculty compared to 6% of Asian and 18% of white faculty, and 27% of URM staff compared to 13% of Asian staff and 8% of white staff).
- Approximately 70% of URM and Asian faculty and staff report that supporting the University of Iowa faculty/staff constituency councils positively impacts campus climate.

## **Gender**

---

A lower percentage of women faculty report that they have been satisfied with the campus climate/environment that they have experienced, that their colleagues value their research, that their department has a collegial environment, or that they have a voice in decision-making in their department compared to men. A higher percentage of women faculty and staff report that they have to work harder than their colleagues/co-workers to be respected as a scholar or professional, to support underrepresented minority students, staff, and faculty, to achieve the same recognition, to have their ideas heard, or to access mentoring. Trans\* identified or non-binary gender identified staff are the most likely to report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months because of their gender identity or expression (68%) followed by women faculty (40%). A higher percentage of women faculty and staff report that the overall climate at the University of Iowa for faculty, staff, and students who are women is somewhat or very hostile.

- A lower percentage of women faculty report that their colleagues value their research (78% compared to 88% of men).
- Trans\* identified or non-binary gender identified staff are the most likely to report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the

past 12 months because of their gender identity or expression (68% compared to 21% of women staff and 7% of men). Among faculty, women are more likely to report experiencing discrimination because of their gender identity or expression (40% compared to 5% of men).

- A lower percentage of women faculty report that their department has a collegial environment (83% compared to 90% of men).
- Almost half of women faculty report that they are reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or promotion (46% compared to 29% of men).
- A lower percentage of women staff report that they have a voice in the decision-making process that affects the direction of their department/unit (72% compared to men (77%).
- A lower percentage of trans\* identified or non-binary gender identified staff report that they are able to reach their full potential at the University (68%) compared to men and women (85% and 86% respectively).
- A higher percentage of women faculty and staff report that they have to work harder than their colleagues/co-workers:
  - to be respected as a scholar or professional (49% of women staff compared to 39% of men, and 63% of women faculty compared to 39% of men);
  - to achieve the same recognition (48% of women staff compared to 41% of men, and 61% of women faculty compared to 36% of men);
  - to have their ideas heard (46% of women staff compared to 40% of men, and 61% of women faculty compared to 31% of men);
  - to support underrepresented minority students, staff, and faculty (29% of women staff compared to 24% of men, and 55% of women faculty compared to 31% of men);
  - to access mentoring (29% of women staff compared to 24% of men, and 48% of women faculty compared to 25% of men)
  - (faculty only) to be nominated for awards and honors (56% of women faculty compared to 33% of men);
  - (faculty only) to create community with people who share my social identities (39% of women faculty compared to 22% of men);
  - (faculty only) to gain access to informal social networks (47% of women faculty compared to 24% of men).
- A lower percentage of women faculty report that they have been satisfied with the overall campus climate/environment that they have experienced at the University of Iowa in the past 12 months compared to men (69% compared to 78%).
- A higher percentage of women staff report that the University provides an environment for the free and open expression of ideas, opinions, and beliefs compared to men (87% compared to 83%).
- A higher percentage of women faculty and staff report that the climate at the University of Iowa for faculty, staff, and students who are women is somewhat or very hostile compared to men (19% of women faculty and 9% of women staff compared to 4% of both groups of men).
- Among staff a higher percentage of men report that the climate at the University of Iowa for faculty, staff, and students who are men is somewhat or very hostile compared to women (5% compared to 1% of women staff).

- A higher percentage of women faculty and staff report that current University of Iowa efforts to increase the diversity of invited campus speakers, lectures, and performances, and supporting the University of Iowa faculty/staff constituency councils are positively influencing campus climate compared to men.

### **Sexual Orientation**

---

LGBQ faculty are less likely to report feeling valued or satisfied with the overall campus climate they have experienced, and are more likely to report that the campus climate is somewhat or very hostile to LGBQ individuals. More than half of LGBQ faculty and one-quarter of LGBQ staff report experiencing discrimination because of their sexual orientation or identity at the University of Iowa in the past 12 months. A higher percentage of LGBQ faculty and staff report that they have to work harder than their colleagues/co-workers to achieve the same recognition, to support underrepresented minority students, staff, and faculty, to access mentoring, to create community with people who share my social identities, and to gain access to informal social networks.

- A lower percentage of LGBQ faculty report that they feel valued as an individual at the University of Iowa compared to heterosexual faculty (76% compared to 88%).
- A higher percentage of LGBQ faculty and staff report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa because of their sexual orientation or identity in the past 12 months compared to their heterosexual colleagues (57% of LGBQ faculty compared to 2% of heterosexual faculty, and 28% of LGBQ staff compared to 2% of heterosexual staff).
- A higher percentage of LGBQ faculty report that they are reluctant to bring up issues that concern them for fear that it will affect my performance evaluation or promotion (56% compared to 36% of heterosexual faculty).
- A higher percentage of LGBQ faculty and staff report that they have to work harder than their colleagues/co-workers:
  - to achieve the same recognition (52% of LGBQ staff compared to 45% of heterosexual staff, and 66% of LGBQ faculty compared to 47% of heterosexual faculty);
  - to support underrepresented minority students, staff, and faculty (44% of LGBQ staff compared to 26% of heterosexual staff, and 68% of LGBQ faculty compared to 41% of heterosexual faculty);
  - to access mentoring (38% of LGBQ staff compared to 26% of heterosexual staff, and 60% of LGBQ faculty compared to 35% of heterosexual faculty);
  - to create community with people who share my social identities (41% of LGBQ staff compared to 18% of heterosexual staff, and 60% of LGBQ faculty compared to 29% of heterosexual faculty);
  - to gain access to informal social networks (38% of LGBQ staff compared to 25% of heterosexual staff, and 60% of LGBQ faculty compared to 35% of heterosexual faculty).
  - (staff only) to be respected as a scholar or professional (52% of LGBQ staff compared to 45% of heterosexual staff);

- (faculty only) to have their ideas heard (68% of LGBQ faculty compared to 45% of heterosexual faculty).
- A lower percentage of LGBQ faculty report that they have been satisfied with the overall campus climate/environment that they have experienced at the University of Iowa in the past 12 months compared to heterosexual faculty (54% compared to 74%).
- A higher percentage of LGBQ faculty and staff report that the climate at the University of Iowa for faculty, staff, and students who are LGBQ is somewhat or very hostile compared to heterosexual faculty and staff (20% of LGBQ faculty compared to 5% of heterosexual faculty, and 7% of LGBQ staff compared to 3% of heterosexual staff).
- A higher percentage of LGBQ staff report that current University of Iowa efforts to increase the diversity of invited campus speakers, lectures, and performances, and supporting the University of Iowa faculty/staff constituency councils are positively influencing campus climate compared to heterosexual staff.

### ***Citizenship Status***

---

There are no statistically significant differences between faculty and staff who are citizens and non-citizens in being satisfied with the overall campus climate/environment that they have experienced at the University of Iowa, feeling valued as an individual at the University of Iowa, being able to perform to their full potential, or having a voice in decision-making in their unit. And among faculty there are no significant differences in reporting that colleagues value their research or that their department has a collegial environment. A higher percentage of non-citizen faculty and staff report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa because of their immigrant or international status or national origin in the past 12 months compared to their citizen colleagues.

- A higher percentage of non-citizen faculty and staff report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa because of their immigrant or international status or national origin in the past 12 months compared to their citizen colleagues (40% of non-citizen faculty compared to 5% of citizens, and 32% of non-citizen staff compared to 4% of citizens).
- A higher percentage of non-citizen staff report that their department or unit has a respectful work environment (96% compared to 88%).
- A higher percentage of non-citizen faculty and staff report that they have to work harder than their colleagues/co-workers:
  - to achieve the same recognition (56% of non-citizen staff compared to 46% of citizen staff, and 62% of non-citizen faculty compared to 49% of faculty who are citizens);
  - (staff only) to support underrepresented minority students, staff, and faculty (47% of non-citizen staff compared to 27% staff who are citizens);
  - (staff only) to access mentoring (43% of non-citizen staff compared to 28% of staff who are citizens);
  - (staff only) to be nominated for awards and honors (58% of non-citizen staff compared to 43% of staff who are citizens);
  - (staff only) to create community with people who share my social identities (44% of non-citizen staff compared to 20% of staff who are citizens);

- (staff only) to gain access to informal social networks (43% of non-citizen staff compared to 26% of staff who are citizens);
- (staff only) to be respected as a scholar or professional (65% of non-citizen staff compared to 46% of staff who are citizens);
- (staff only) to have their ideas heard (56% of non-citizen staff compared to 44% of staff who are citizens).

### **Ability Status**

---

Almost 40% of faculty and staff with a self-identified disability report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa because of their ability or disability status in the past 12 months. A lower percentage of faculty and staff with a self-identified disability report that they are satisfied with the overall campus climate/environment that they have experienced in the past 12 months at the University of Iowa compared to faculty and staff without a self-identified disability. A lower percentage of staff with a self-identified disability report that they feel valued as an individual at the University of Iowa, that they have a voice in decision-making in their unit or department, or that they are able to reach their full potential at the University. A lower percentage of faculty with a self-identified disability report that their department has a collegial environment, and a higher percentage report that they are reluctant to bring up issues that concern them for fear that it will affect their performance evaluation or promotion. A higher percentage of faculty and staff with a self-identified disability report that they have to work harder than their colleagues/co-workers to support underrepresented minority students, staff, and faculty, to have their ideas heard, to access informal social networks, to create community with people who share their social identities, and to be nominated for awards and honors. A higher percentage of faculty and staff with a self-identified disability report that the overall climate at the University of Iowa for faculty, staff, and students who have a disability is somewhat or very hostile compared to faculty and staff without a self-identified disability.

- A lower percentage of staff who have a self-identified disability report that they feel valued as an individual at the University of Iowa compared to staff without a self-identified disability (74% compared to 87%).
- A higher percentage of faculty and staff who have a self-identified disability report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa because of their ability or disability status in the past 12 months compared to their colleagues without a self-identified disability (39% of both faculty and staff with a self-identified disability compared to 4% of faculty and 5% of staff without a self-identified disability).
- A lower percentage of faculty who have a self-identified disability report that their department has a collegial environment compared to faculty without a self-identified disability (72% compared to 87%). A lower percentage of staff who have a self-identified disability report that their department has a respectful environment compared to staff without a self-identified disability (75% compared to 89%).
- A higher percentage of faculty with a self-identified disability report that they are reluctant to bring up issues that concern them for fear that it will affect my performance evaluation or promotion (62% compared to 37% of faculty without a self-identified disability).

- A lower percentage of staff with a self-identified disability report that they have a voice in the decision-making process that affects the direction of their department/unit (57%) compared to staff without a self-identified disability (75%).
- A lower percentage of staff with a self-identified disability report that they are able to reach their full potential at the University (71%) compared to staff without a self-identified disability (87%).
- A higher percentage of faculty and staff with a self-identified disability report that they have to work harder than their colleagues/co-workers:
  - to support underrepresented minority students, staff, and faculty (41% of staff and 60% of faculty with a self-identified disability compared to 26% of staff and 43% of faculty without a self-identified disability);
  - to be nominated for awards and honors (57% of staff and 64% of faculty with a self-identified disability compared to 42% of staff and 44% of faculty without a self-identified disability);
  - to create community with people who share my social identities (29% of staff and 47% of faculty with a self-identified disability compared to 20% of staff and 30% of faculty without a self-identified disability);
  - to gain access to informal social networks (37% of staff and 57% of faculty with a self-identified disability compared to 25% of staff and 35% of faculty without a self-identified disability);
  - to have their ideas heard (61% of staff and 62% of faculty with a self-identified disability compared to 42% of staff and 46% of faculty without a self-identified disability);
  - (staff only) to achieve the same recognition (62% of staff with a self-identified disability compared to 44% of staff without a self-identified disability);
  - (staff only) to be respected as a scholar or professional (61% of staff with a self-identified disability compared to 44% of staff without a self-identified disability);
  - (staff only) to access mentoring (45% of staff with a self-identified disability compared to 26% of staff without a self-identified disability).
- A lower percentage of faculty and staff with a self-identified disability report that they have been satisfied with the overall campus climate/environment that they have experienced at the University of Iowa in the past 12 months (49% and 63% compared to 73% of faculty and 74% of staff without a self-identified disability).
- A lower percentage of staff with a self-identified disability report that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (76%) compared to staff without a self-identified disability (86%).
- A higher percentage of faculty and staff with a self-identified disability report that the climate at the University of Iowa for faculty, staff, and students who have a disability is somewhat or very hostile compared (29% of faculty and 17% of staff compared to 8% of faculty and 4% of staff without a self-identified disability).
- A higher percentage of women faculty and staff without a self-identified disability report that current University of Iowa efforts to create a welcoming community in Iowa City/Coralville is positively influencing campus climate compared to faculty and staff with a self-identified disability.

## ***Political Ideology***

---

There are no significant differences among faculty or staff of different political orientations in being satisfied with the overall campus climate or environment they have experienced at the University of Iowa in the past 12 months, feeling valued as an individual at the University of Iowa, in reporting that their department has a collegial and respectful work environment, that they have a voice in the decision-making process that affects the direction of their unit or department, or that they are able to reach their full potential at the University of Iowa, or among faculty in reporting that their colleagues value their research. Approximately 50% of politically conservative faculty and almost 30% of politically conservative staff report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa because of their political beliefs, opinions, or ideology in the past 12 months. Almost 50% of politically conservative faculty and staff report that the overall climate for politically conservative faculty, staff, or students is somewhat or very hostile. A lower percentage of politically conservative faculty and staff report that the University of Iowa provides an environment for the free and open expression of ideas, opinions, and beliefs compared to politically liberal faculty and staff.

- A higher percentage of politically conservative faculty and staff report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa because of their political beliefs, opinions, or ideology in the past 12 months (51% of faculty and 29% of staff) compared to politically liberal faculty and staff (13% of faculty and 15% of staff).
- A higher percentage of politically liberal faculty and staff report that they have to work harder than their colleagues/co-workers:
  - to support underrepresented minority students, staff, and faculty (33% of staff and 47% of faculty compared to 18% of politically conservative staff and 29% of politically conservative faculty);
  - (staff only) to gain access to informal social networks (29% of staff compared to 23% of politically conservative staff);
  - (staff only) to access mentoring (30% of staff compared to 23% of politically conservative staff).
- A lower percentage of politically conservative faculty and staff report that the University of Iowa provides an environment for the free and open expression of ideas, opinions, and beliefs (54% and 80% respectively) compared to politically liberal faculty and staff (82% and 87% respectively).
- A higher percentage of politically conservative faculty and staff report that the overall climate for politically conservative faculty, staff, or students is somewhat or very hostile (46%) compared to faculty and staff who are not politically conservative (22%).
- A higher percentage of politically liberal faculty and staff report that current University of Iowa efforts to increase the diversity of invited speakers, lectures, and performances, to support the faculty/staff constituency councils, and to create a welcoming community in Iowa City/Coralville are positively influencing campus climate compared to politically conservative faculty and staff.

## **Religious Affiliation**

---

A higher percentage of staff with a Christian religious affiliation report that their department/unit has a respectful environment and that they are satisfied with the overall campus climate/environment that they have experienced at the University of Iowa in the past 12 months compared to staff with a non-religious affiliation, and higher percentage of staff with a Christian religious affiliation report that they are able to reach their full potential compared to staff with a non-Christian religious affiliation. A higher percentage of faculty with a Christian religious affiliation report feeling valued as an individual at the University of Iowa compared to faculty with a non-Christian religious affiliation. Faculty and staff with a non-Christian religious affiliation are the most likely to report experiencing obvious/blatant or subtle discrimination at the University of Iowa because of their religion. A higher percentage of faculty and staff with a non-Christian religious affiliation report that they have to work harder than their colleagues/co-workers to support underrepresented minority students, staff, and faculty, to be nominated for awards and honors, to create community with people who share my social identities, to gain access to informal social networks, and to access mentoring. A lower percentage of faculty with a Christian religious affiliation report that the University of Iowa provides an environment for the free and open expression of ideas, opinions, and beliefs compared to non-religious faculty.

- A higher percentage of faculty with a Christian religious affiliation report feeling valued as an individual at the University of Iowa (89%) compared to faculty with a non-Christian religious affiliation (80%).
- Faculty and staff with a non-Christian religious affiliation are the most likely to report experiencing obvious/blatant or subtle discrimination at the University of Iowa because of their religion (19% of faculty and 12% of staff).
- A higher percentage of staff with a Christian religious affiliation report that their department/unit has a respectful environment (89%) compared to staff with a non-religious affiliation (86%).
- A higher percentage of staff with a Christian religious affiliation report that they are able to reach their full potential (88%) compared to staff with a non-Christian religious affiliation (82%).
- A higher percentage of faculty with a non-Christian religious affiliation report that they are reluctant to bring up issues that concern them for fear that it will affect their performance evaluation or promotion (49%) compared to faculty with a non-religious affiliation (35%).
- A higher percentage of faculty and staff with a non-Christian religious affiliation report that they have to work harder than their colleagues/co-workers:
  - to support underrepresented minority students, staff, and faculty (38% of staff and 62% of faculty compared to 31% of non-religious staff and 43% of non-religious faculty, and 24% of Christian staff and 39% of Christian faculty);
  - to be nominated for awards and honors (49% of staff and 58% of faculty compared to 42% of Christian staff and 44% of Christian faculty);
  - to create community with people who share my social identities (31% of staff and 46% of faculty compared to 23% of non-religious staff and 29% of non-religious faculty);

- to gain access to informal social networks (32% of staff and 47% of faculty compared to 28% of non-religious staff and 37% of non-religious faculty and 24% of Christian staff and 32% of Christian faculty);
  - to access mentoring (39% of staff and 51% of faculty compared to 27% of non-religious staff and 34% of non-religious faculty, and 26% of Christian staff and 36% of Christian faculty);
  - (staff only) to have their ideas heard (49%) compared to Christian staff (42%);
  - (faculty only) to achieve the same recognition (63%) compared to non-religious (45%) and Christian (49%);
  - (faculty only) to be respected as a scholar or professional (63%) compared to non-religious (47%).
- A higher percentage of staff with a Christian religious affiliation report being satisfied with the overall campus climate/environment that they have experienced at the University of Iowa in the past 12 months (75%) compared to staff with non-Christian religious affiliations (69%).
  - A lower percentage of faculty with a Christian religious affiliation report that the University of Iowa provides an environment for the free and open expression of ideas, opinions, and beliefs (74%) compared to non-religious faculty (82%).
  - A higher percentage of non-religious and non-Christian religious affiliated staff report that current University of Iowa efforts to increase the diversity of invited speakers, lectures, and performances, and to support the faculty/staff constituency councils are positively influencing campus climate compared to politically conservative faculty and staff compared to staff with a Christian religious affiliation.

### ***Faculty Compared to Staff***

---

There are no significant differences between faculty and staff in being satisfied with the overall campus climate/environment that they have experienced in the past 12 months at the University of Iowa, or in reporting that they feel valued as an individual at the University, and that they are able to perform up to their full potential at the University. A higher percentage of faculty compared to staff report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa because of their gender identity or gender expression, immigrant or international status or national origin, and racial or ethnic identity. A higher percentage of faculty compared to staff report that they have to work harder than their colleagues/co-workers to be respected as a scholar, support underrepresented minority students, staff, and faculty, gain access to informal social networks, create community with people who share their social identities, and access mentoring.

- A higher percentage of staff report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa because of their ability or disability status (10%) compared to faculty (7%).
- A higher percentage of faculty report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa because of their gender identity or gender expression (23% compared to 17% of staff), immigrant or international status or national origin (9% compared to 5% of staff), and racial or ethnic identity (12% compared to 8% of staff).

- A higher percentage of faculty compared to staff report that they have to work harder than their colleagues/co-workers to be respected as a scholar (52% compared to 47%), support underrepresented minority students, staff, and faculty (44% compared to 29%), gain access to informal social networks (37% compared to 27%), create community with people who share their social identities (30% compared to 22%), and access mentoring (37% compared to 29%).
- A higher percentage of staff compared to faculty report that the University of Iowa provides an environment for the free and open expression of ideas, opinions, and beliefs (85% compared to 77%).
- A higher percentage of faculty compared to staff report that the climate is somewhat or very hostile for individuals with disabilities (10% compared to 6%), LGBTQ individuals (6% compared to 4%), underrepresented U.S. racial/ethnic minorities (18% compared to 9%), immigrants or non-U.S. citizens (16% compared to 10%), women (13% compared to 8%), and politically conservative individuals (30% compared to 25%).
- A higher percentage of staff compared to faculty report that current University of Iowa efforts to create a welcoming community in Iowa City/Coralville are positively influencing campus climate.

### ***Faculty Rank or Track***

---

There are no significant differences among faculty in being satisfied with the overall campus climate/environment that they have experienced in the past 12 months at the University of Iowa, or in reporting that they feel valued as an individual at the University, and that they are able to perform up to their full potential at the University. A higher percentage of associate professors compared to full professors report that they have to work harder than their colleagues/co-workers to be respected as a scholar, achieve the same recognition, support underrepresented minority students, staff, and faculty, and access mentoring. A lower percentage of lecturers compared to assistant, associate, or full professors report that they have a voice in the decision-making process that affects the direction of their department/unit.

- A lower percentage of associate professors and lecturers report that their colleagues value their research (78% and 74%) compared to assistant and full professors (90% and 86%).
- A higher percentage of assistant professors compared to full professors report that they have experienced obvious/blatant or subtle discrimination because of their immigrant or international status or national origin (15% compared to 6%).
- Full professors and tenure-track professors are the least likely to report that they are reluctant to bring up issues that concern them for fear that it will affect their performance evaluation or promotion (28% of full professors compared to 48% of associate, 44% of assistant, and 53% of lecturers, and 35% of tenure-track faculty compared to 42% of clinical-track, 54% of research-track, and 55% of instructional-track faculty).
- A lower percentage of lecturers compared to assistant, associate, or full professors report that they have a voice in the decision-making process that affects the direction of their department/unit (58% compared to 77% of assistant, 70% of associate, and 82% of full professors).
- A higher percentage of associate professors compared to full professors report that they have to work harder than their colleagues/co-workers to be respected as a scholar (60%

compared to 43%), achieve the same recognition (57% compared to 42%), support underrepresented minority students, staff, and faculty (52% compared to 38%), and access mentoring (45% compared to 29%).

## **Staff Type**

---

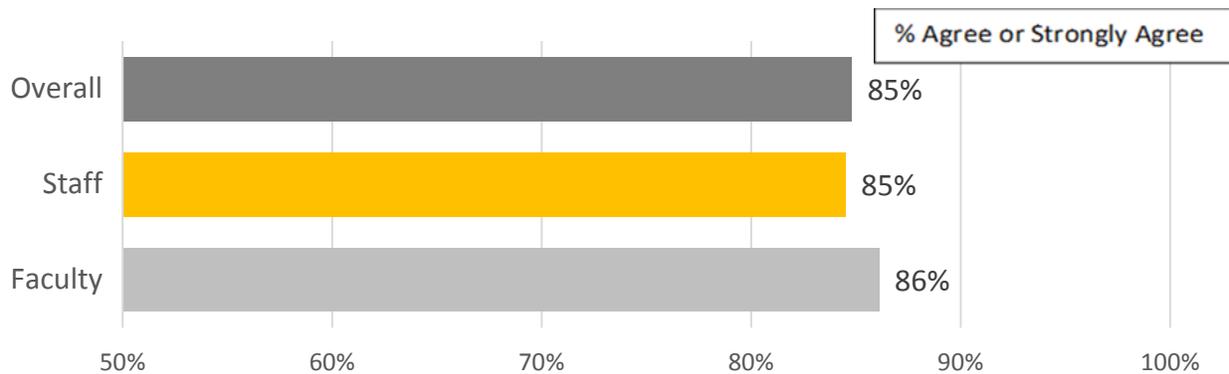
A lower percentage of Merit staff report being satisfied with the overall campus climate/environment they have experienced at the University of Iowa in the past 12 months, feeling valued as an individual at the University of Iowa, that their department/unit has a respectful work environment, have a voice in the decision-making process in their department/unit, or are able to perform up to their full potential at the University. A higher percentage of Merit staff report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months because of their ability or disability status and because of their socioeconomic status or social class. A higher percentage of P&S staff report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months because of their gender identity or gender expression

- A lower percentage of Merit staff report feeling valued as an individual at the University of Iowa (74%) compared to P&S (87%) and SEIU (89%) staff.
- A higher percentage of Merit staff report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months because of their ability or disability status (16% compared to 8% P&S staff), and because of their socioeconomic status or social class (16% compared to 11% P&S staff and 5% SEIU staff).
- A higher percentage of P&S staff report that they have experienced obvious/blatant or subtle discrimination at the University of Iowa in the past 12 months because of their gender identity or gender expression (19% compared to 10% of Merit staff and 8% of SEIU staff).
- A lower percentage of Merit staff report that their department/unit has a respectful work environment (79%) compared to P&S (90%) and SEIU (90%).
- A lower percentage of Merit staff report that they have a voice in the decision-making process that affects the direction of their department/unit (59%) compared to P&S (76%) and SEIU (68%).
- A lower percentage of Merit staff report that they are able to perform to their full potential at the University (79%) compared to P&S (86%).
- A higher percentage of Merit staff compared to P&S staff report that they have to work harder than their colleagues/co-workers to be respected as a professional (56% compared to 45%), achieve the same recognition (58% compared to 45%), have their ideas heard (55% compared to 43%), support underrepresented minority students, staff, and faculty (31% compared to 28%), create community with people who share my social identities (27% compared to 20%), and to be nominated for awards and honors (50% compared to 43%).
- A lower percentage of Merit staff report being satisfied with the overall campus climate/environment they have experienced at the University of Iowa in the past 12 months (62% compared to 75% of P&S and 77% of SEIU staff).
- A lower percentage of Merit staff report that the University provides an environment for the free and open expression of ideas, opinions, and beliefs (81% compared to 91% of SEIU staff).

- A higher percentage of P&S staff report that the overall climate at the University of Iowa for faculty, staff, and students who are immigrants or non-U.S. citizens is somewhat or very hostile (10% compared to 7% of Merit staff), and who are politically conservative (28% compared to 15% of Merit staff).
- A higher percentage of P&S staff compared to Merit staff report that current University of Iowa efforts to increase the diversity of invited campus speakers, lecturers, and performances is positively influencing campus climate.

## Perceptions of Value

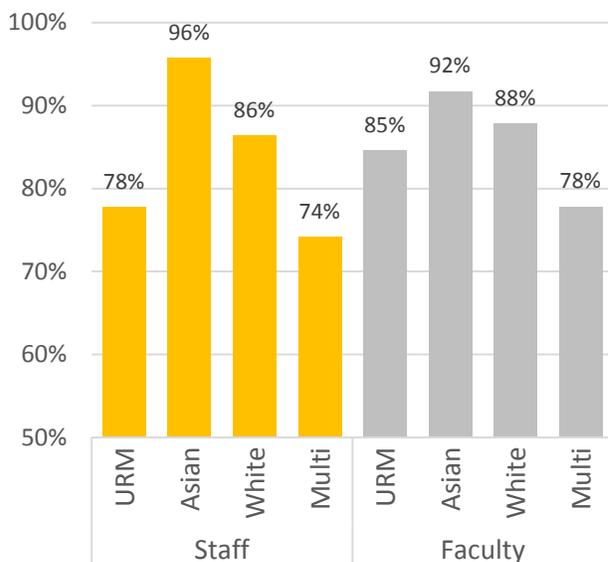
I feel valued as an individual at the University of Iowa.



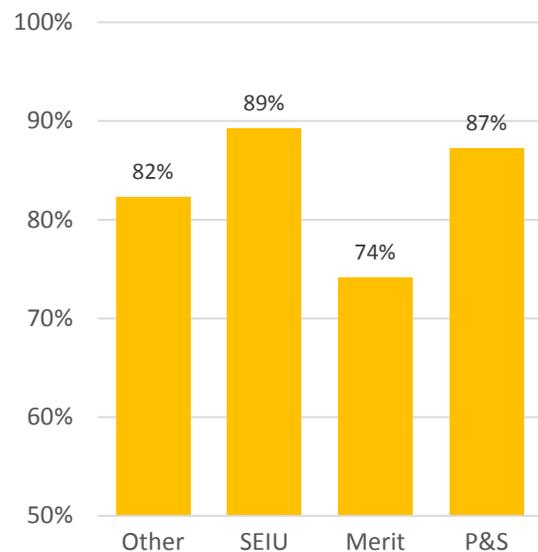
### Key Findings

1. A lower percentage of URM and Multiracial staff report feeling valued at the UI compared to white and Asian staff. The pattern is similar among faculty, but the differences are not statistically significant.
2. A lower percentage of Merit staff respondents report feeling valued at the UI compared to staff with SEIU or P&S appointments.
3. A lower percentage of LGBQ faculty report feeling valued at the UI (76%) compared to heterosexual faculty (88%).
4. A lower percentage of staff with a self-identified disability report feeling valued at the UI (74%) compared to staff who did not disclose a disability (87%).

### Race/Ethnicity Differences



### Staff Appointment Type Differences



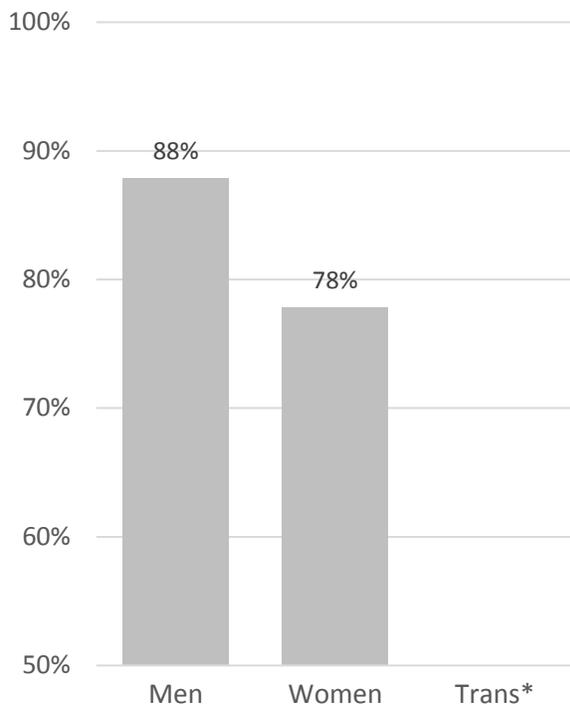
## My colleagues value my research. [Faculty only]

84% OF FACULTY REPORT THAT THEIR COLLEAGUES VALUE THEIR RESEARCH.

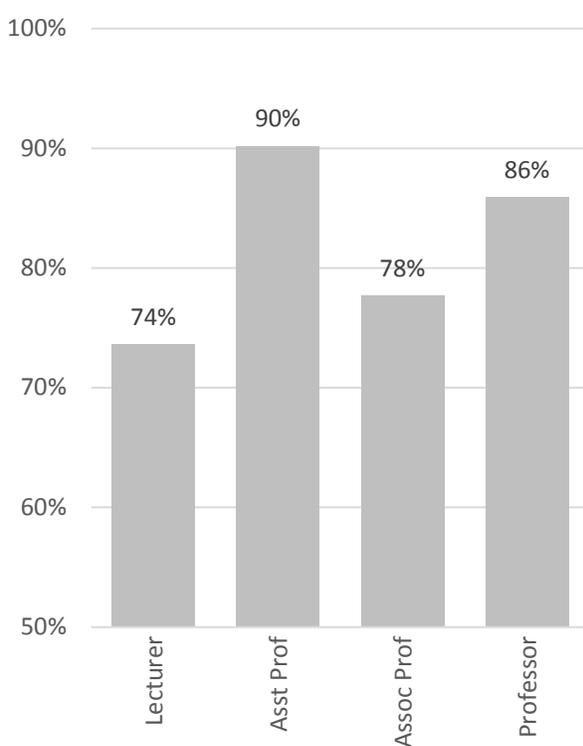
### Key Findings

1. A lower percentage of women faculty report that their research is valued by their colleagues compared to men faculty.
2. A lower percentage of associate professors and lecturers report that their colleagues value their research compared to assistant professors. There were no significant differences between faculty in different tracks.

**Gender Differences**



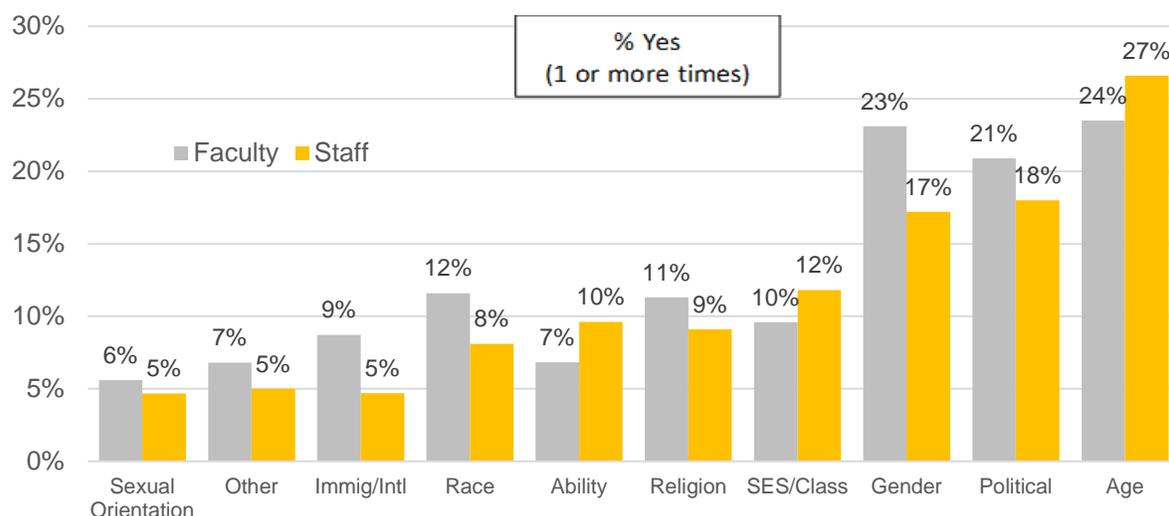
**Faculty Rank Differences**



## Experiences of Discrimination

**Over the past 12 months, how often have you experienced obvious/blatant or subtle discrimination at the University of Iowa.**

47% OF RESPONDENTS REPORT EXPERIENCING DISCRIMINATION OVER THE PAST 12 MONTHS AT THE UNIVERSITY OF IOWA.

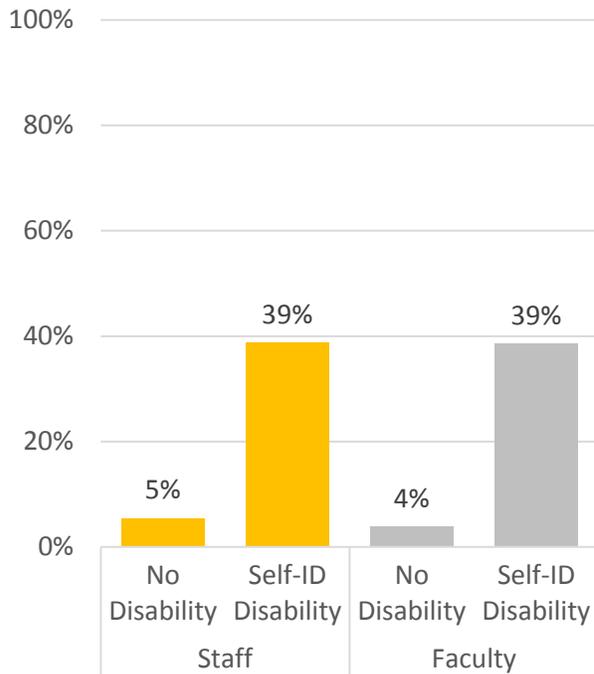


### Key Findings

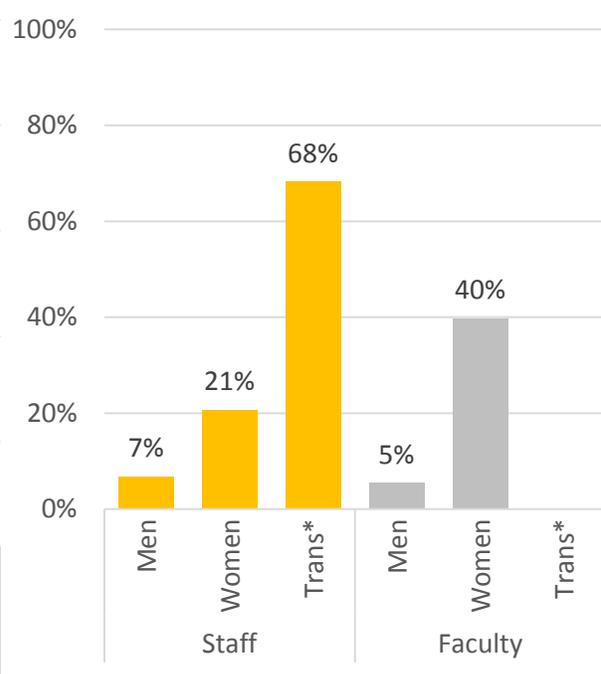
1. The most prevalent basis of discrimination reported is age (reported by 26% of respondents), followed by political opinions, beliefs, or ideology (reported by 19% of respondents), and gender identity or gender expression (reported by 18% of respondents).
2. Faculty are more likely to report experiences of discrimination on the basis of gender identity or gender expression; immigrant or international status or national origin; racial or ethnic identity; and “other” reasons. Staff are more likely to report experiences of discrimination on the basis of ability or disability status.
3. Respondents with a self-identified disability are more likely to report discrimination on the basis of ability or disability status (among both faculty and staff).
4. Women are more likely to report discrimination on the basis of gender identity or gender expression compared to men (among both faculty and staff), and non-binary or transgender staff are the most likely to report discriminatory experiences on the basis of gender.
5. Non-citizens are more likely to report discrimination on the basis of immigrant or international status or national origin (among both faculty and staff).
6. URM respondents are more likely to report discrimination on the basis of racial or ethnic identity (among both faculty and staff).

## Experiences of Discrimination (Continued)

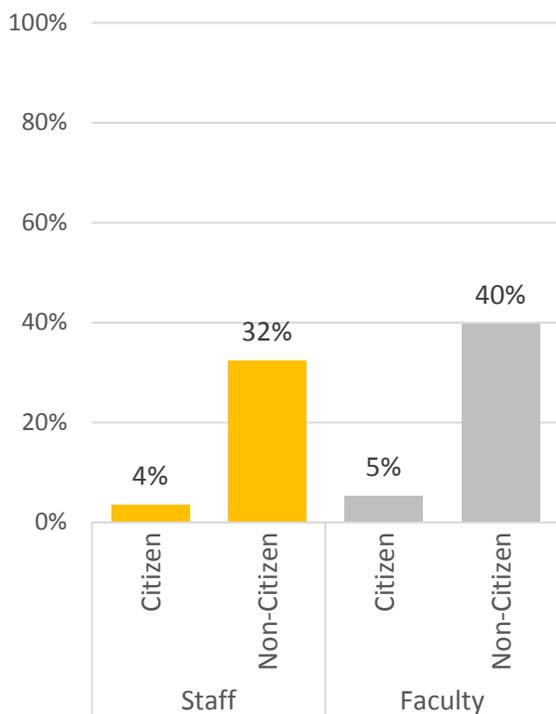
### Ability Discrimination Experience



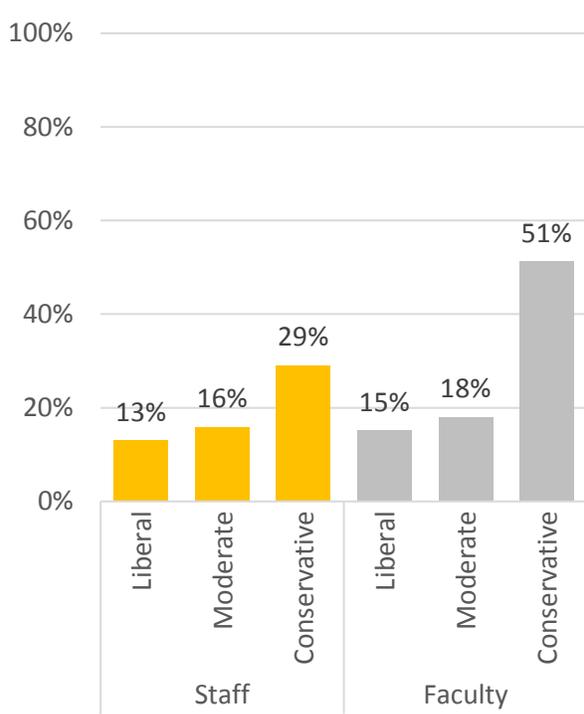
### Gender Discrimination Experience



### Immig/Intl or National Origin Discrimination Experience

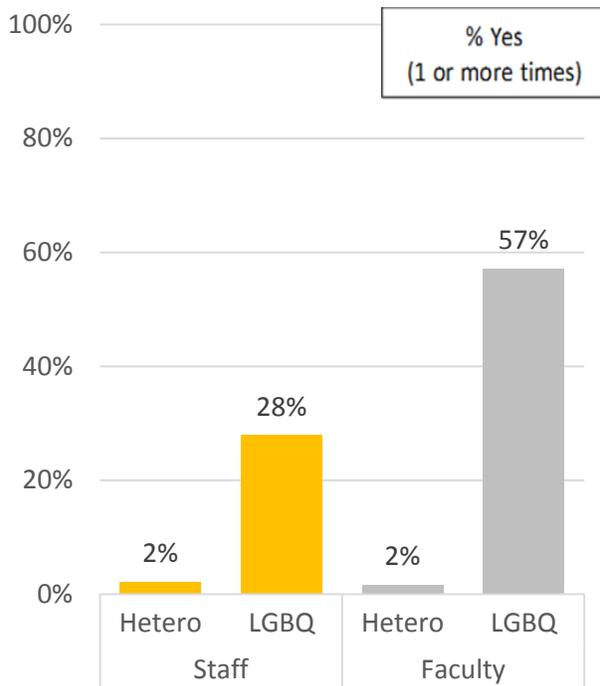


### Political Discrimination Experience

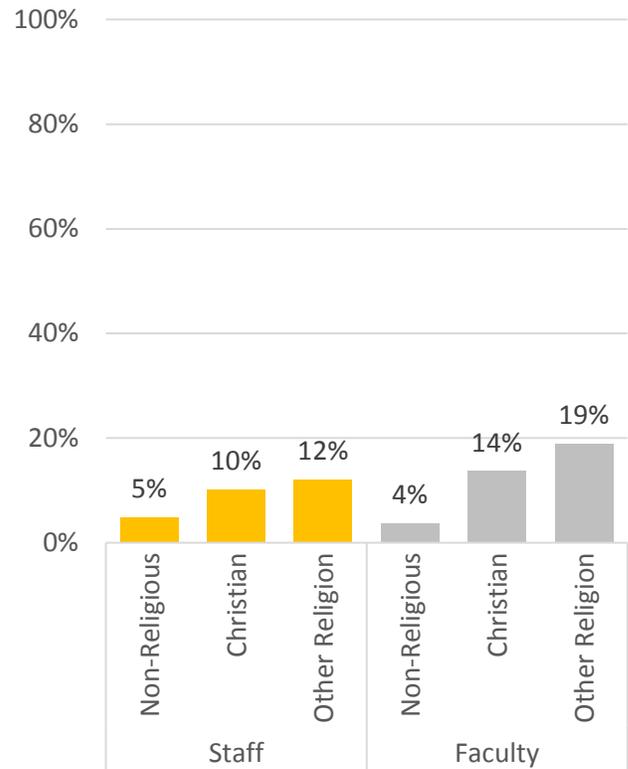


## Experiences with Discrimination (Continued)

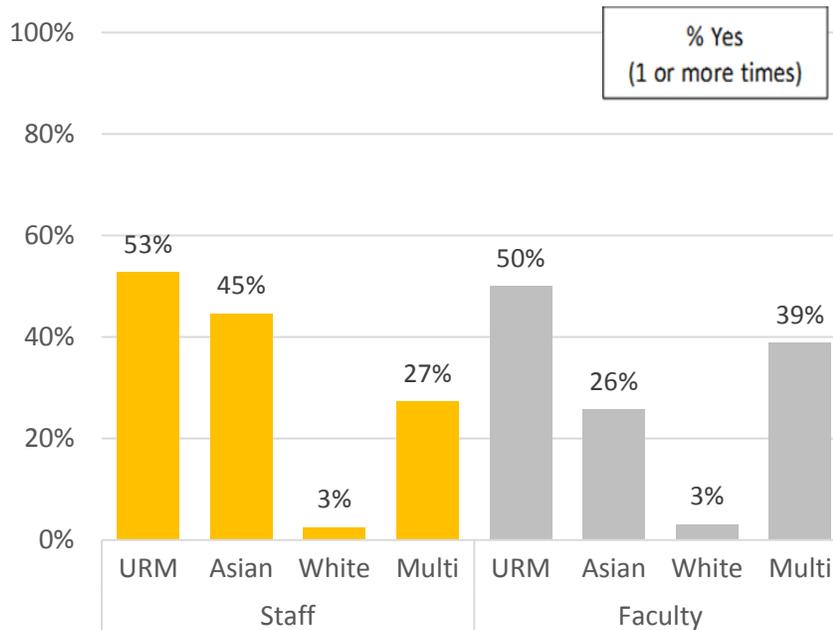
### Sexual Orientation Discrimination Experience



### Religion Discrimination Experience



### Racial or Ethnic Identity Discrimination Experience

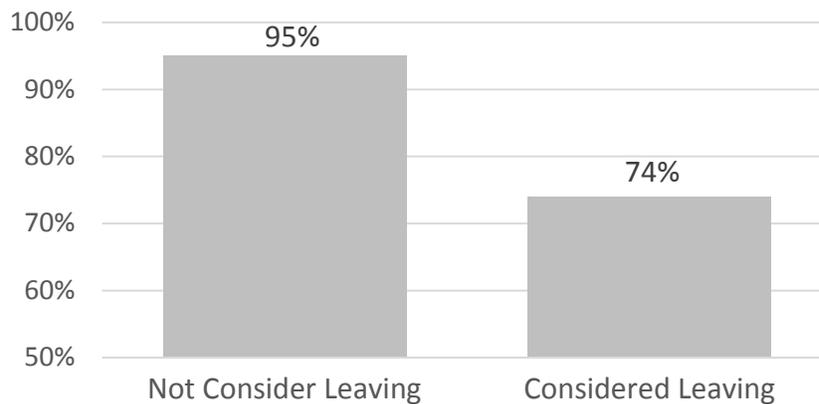


## Experiences of Work Environment

### My department has a collegial environment. [Faculty only]

86% OF FACULTY REPORT THAT THEIR DEPARTMENT HAS A COLLEGIAL WORK ENVIRONMENT

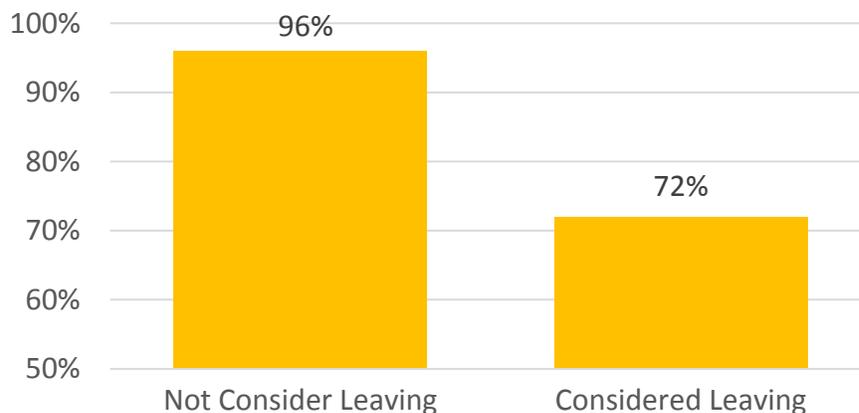
*Differences by respondents who say they have seriously considered leaving the University of Iowa in the past 12 months compared to those who did not.*



### My department has a respectful environment. [Staff only]

87% OF STAFF REPORT THAT THEIR DEPARTMENT HAS A RESPECTFUL WORK ENVIRONMENT

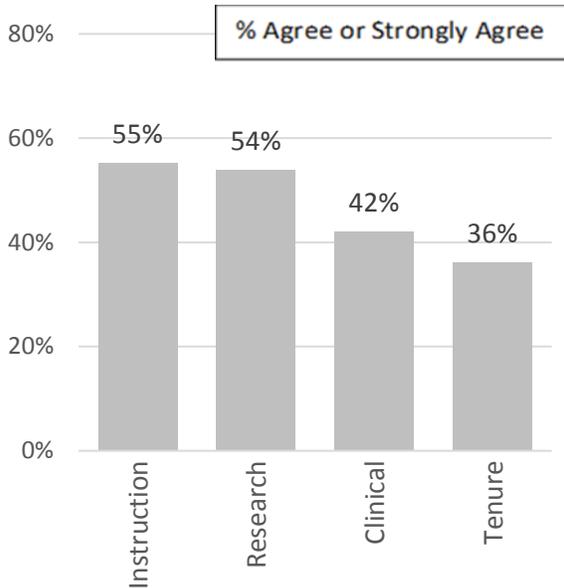
*Differences by respondents who say they have seriously considered leaving the University of Iowa in the past 12 months compared to those who did not.*



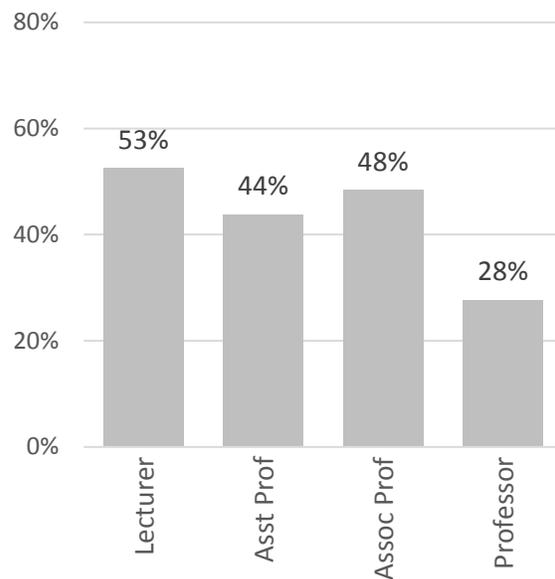
## Experiences of Work Environment

**I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or promotion. [Faculty Only]**

*Faculty Track Differences*



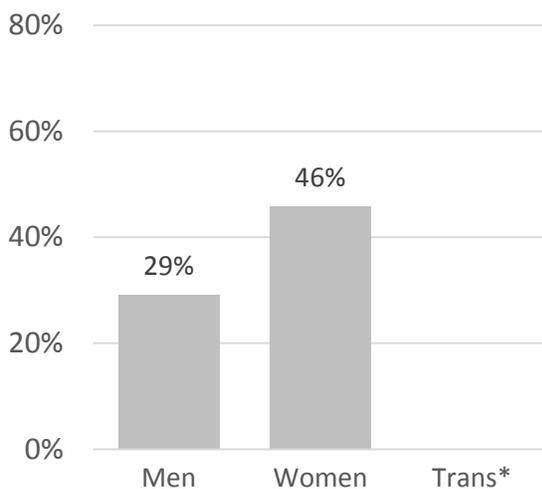
*Faculty Rank Differences*



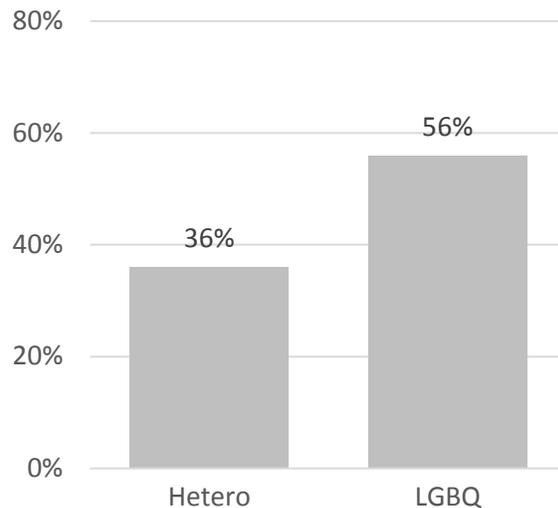
### Key Findings

1. Tenure-track faculty and full professors are the least likely to report being reluctant to bring up issues that concern them for fear that it will affect their performance evaluation or promotion.
2. Higher percentages of women and LGBTQ faculty report being reluctant to bring up issues that concern them for fear that it will affect their performance evaluation or promotion.

*Gender Differences*

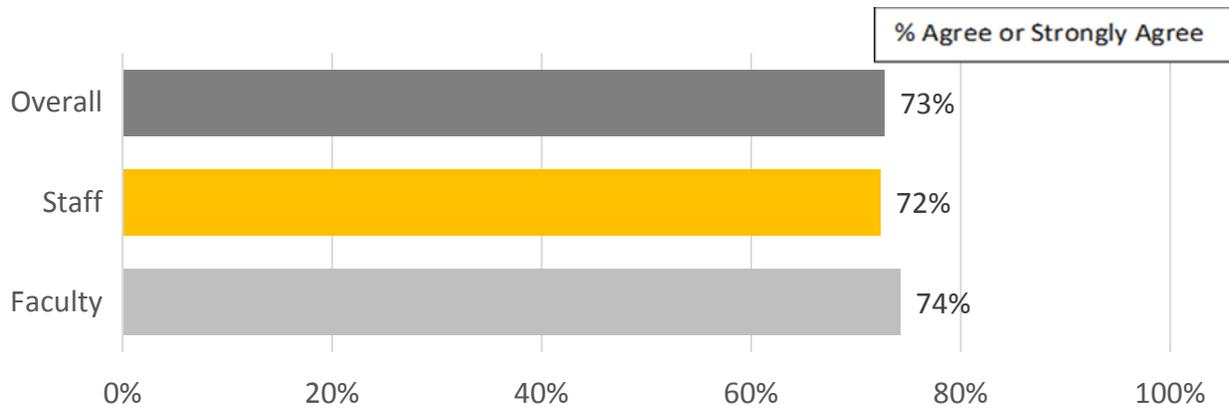


*Sexual Orientation Differences*



## Experiences of Work Environment

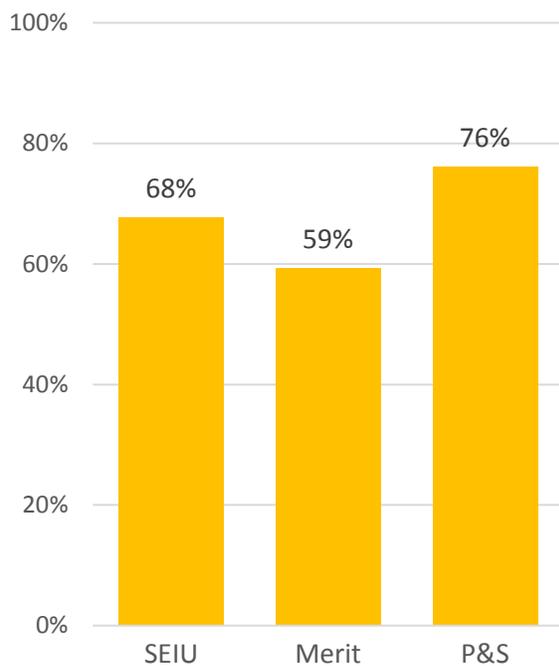
**I have a voice in the decision-making process that affects the direction of my department/unit.**



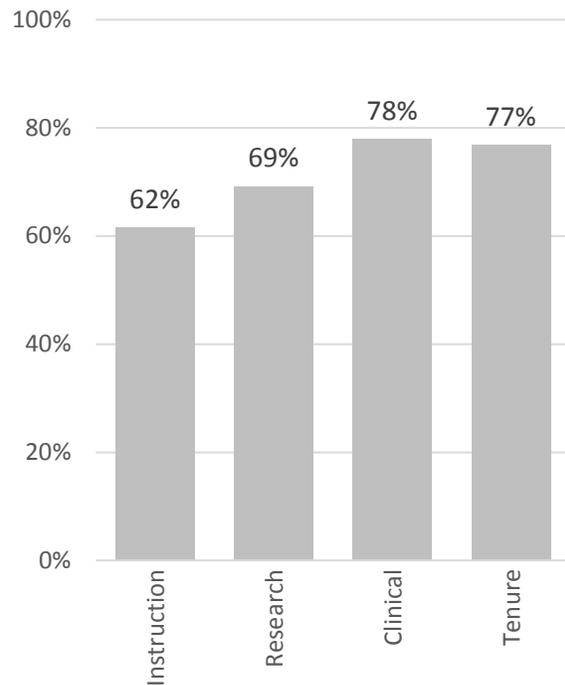
### Key Findings

1. A lower percentage of Merit staff report having a voice in the decision-making process that affects the direction of their unit.
2. Faculty who are not on the tenure, clinical, research, or instructional track are much less likely to report that they have a voice in the decision-making process that affects the direction of their department.

**Staff Appointment Type Differences**

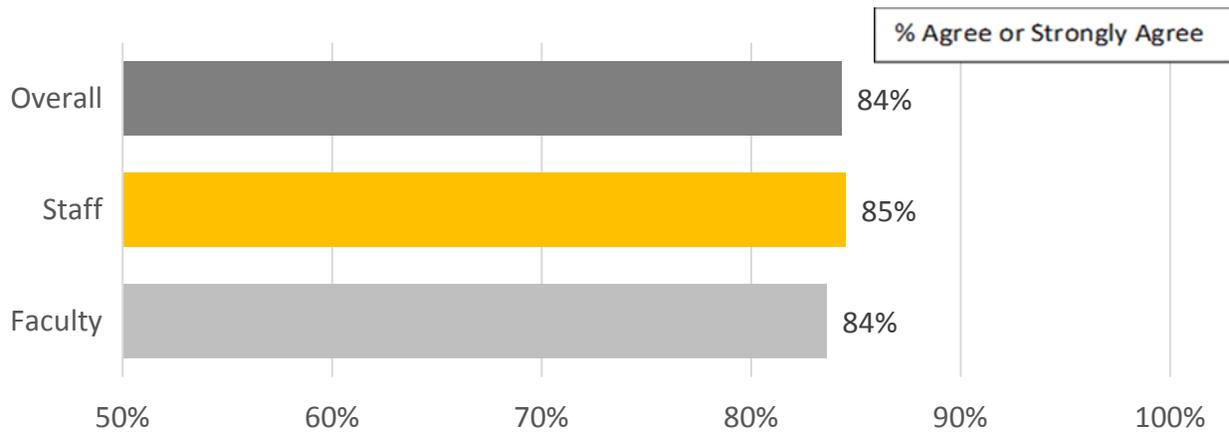


**Faculty Track Differences**



## Experiences of Work Environment

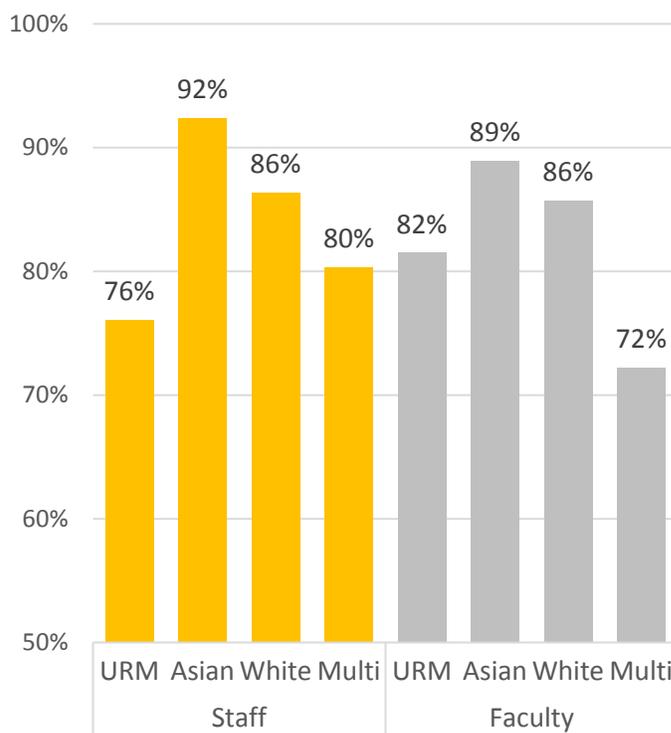
### I am able to perform up to my full potential at the University.



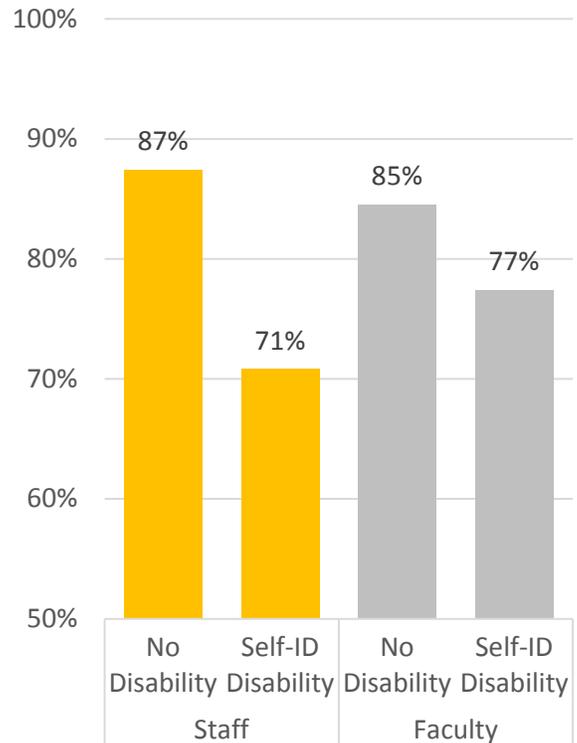
#### Key Findings

1. A lower percentage of URM staff report being able to perform up to their full potential compared to White and Asian staff.
2. A lower percentage of staff with a self-identified disability (71%) report being able to perform up to their full potential compared to 87% of staff without a self-identified disability.

#### Race/Ethnicity Differences



#### Disability Status Differences

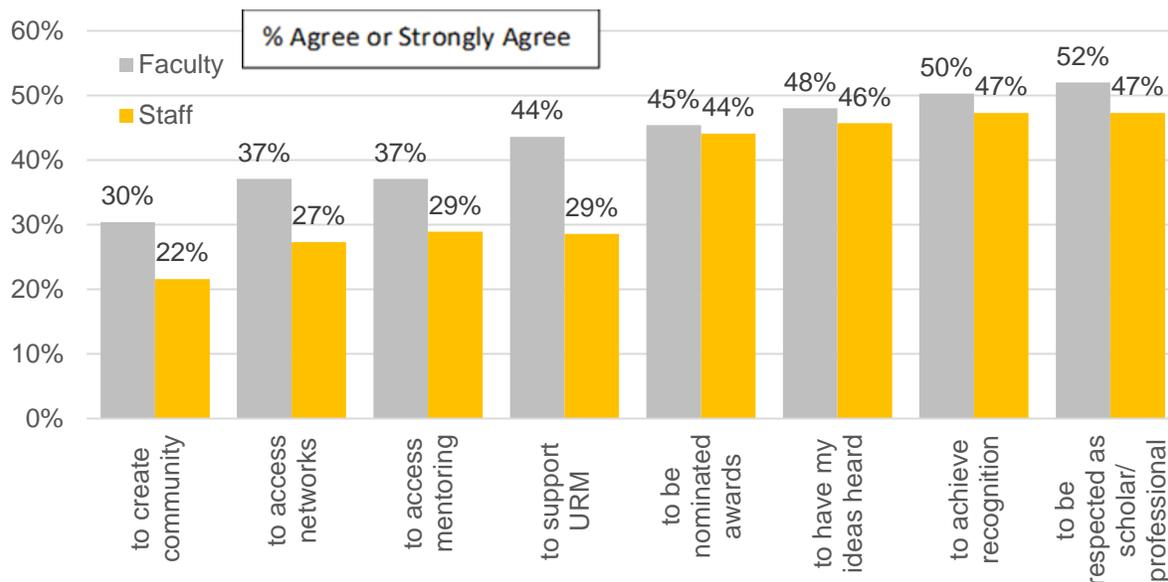


## Comparison to Co-Workers

**In comparison to my colleagues/co-workers, I have to work harder.**

52% OF FACULTY REPORT NEEDING TO WORK HARDER TO BE RESPECTED AS A SCHOLAR.

47% OF STAFF REPORT NEEDING TO WORK HARDER TO BE RESPECTED AS A PROFESSIONAL.

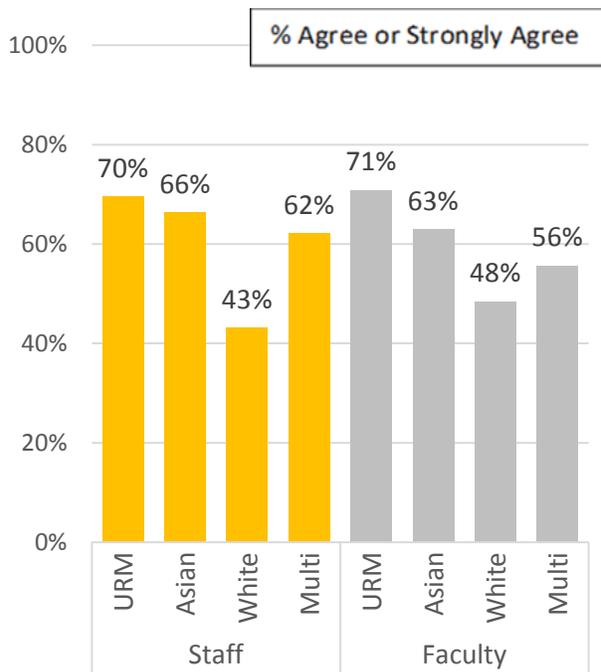


### Key Findings

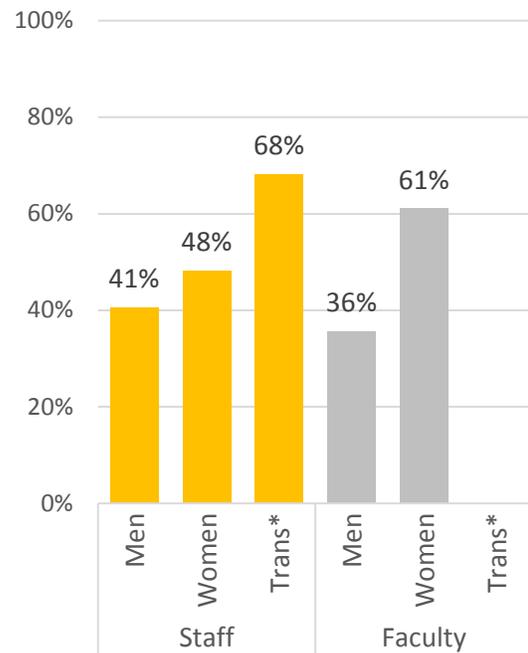
1. URM faculty and staff are more likely to report having to work harder than their colleagues to be respected as a scholar or professional; achieve the same recognition; have their ideas heard; support URM students, staff, or faculty; gain access to informal social networks; create community with people who share their social identities; access mentoring (staff only); and to be nominated for awards and honors.
2. Women faculty and staff are more likely to report having to work harder than their colleagues to be respected as a scholar or professional; achieve the same recognition; have their ideas heard; support URM students, staff, or faculty; gain access to informal social networks (faculty only); create community with people who share their social identities (faculty only); access mentoring; and to be nominated for awards and honors (faculty only).
3. Staff and faculty who identify as having a disability are more likely to report having to work harder than their colleagues to be respected as a scholar or professional (staff only); achieve the same recognition (staff only); have their ideas heard; support URM students, staff, or faculty; gain access to informal social networks; create community with people who share their social identities; access mentoring (staff only); and to be nominated for awards and honors.

## Comparison to Co-Workers

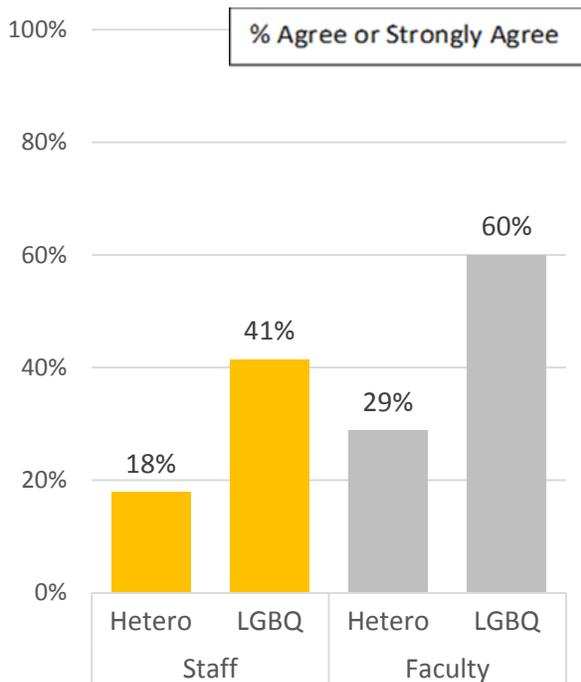
**Race/Ethnicity: Respected as Scholar/Professional**



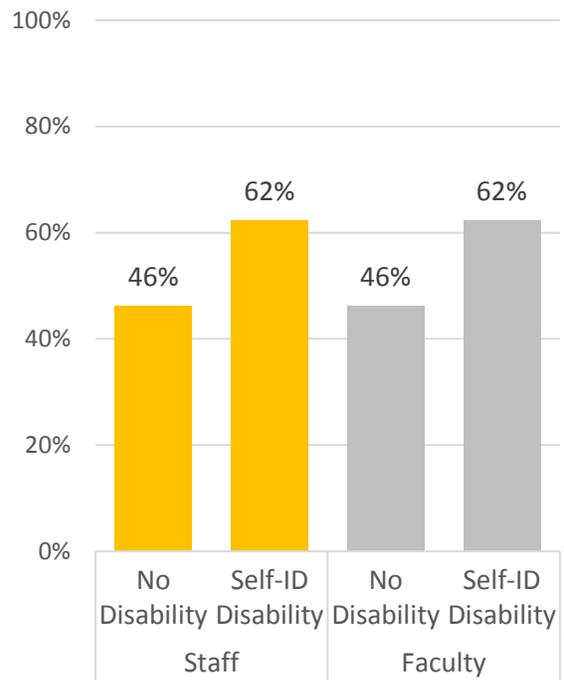
**Gender: Achieve the Same Recognition**



**Sexual Orientation: Create Community w/ Shared ID**

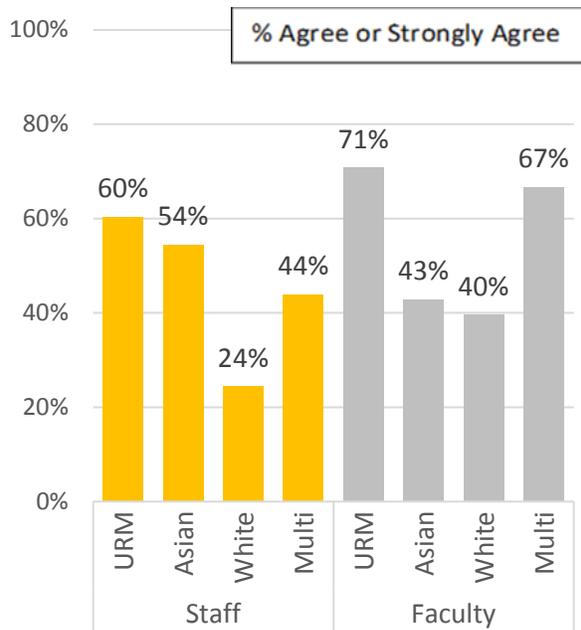


**Disability Status: Have Ideas Heard**

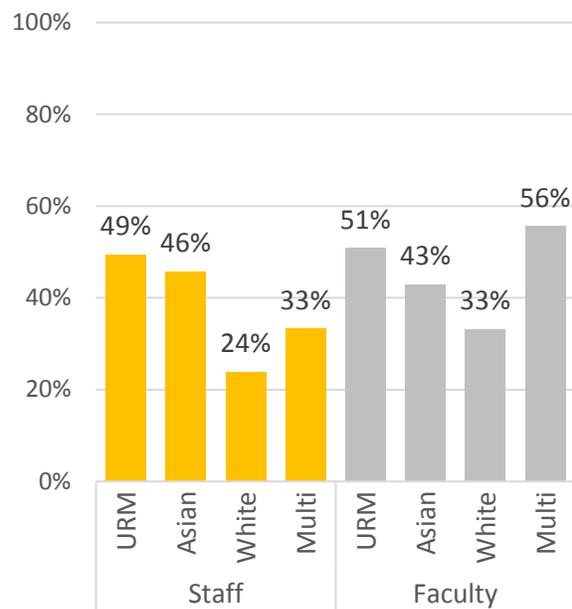


## Comparison to Co-Workers

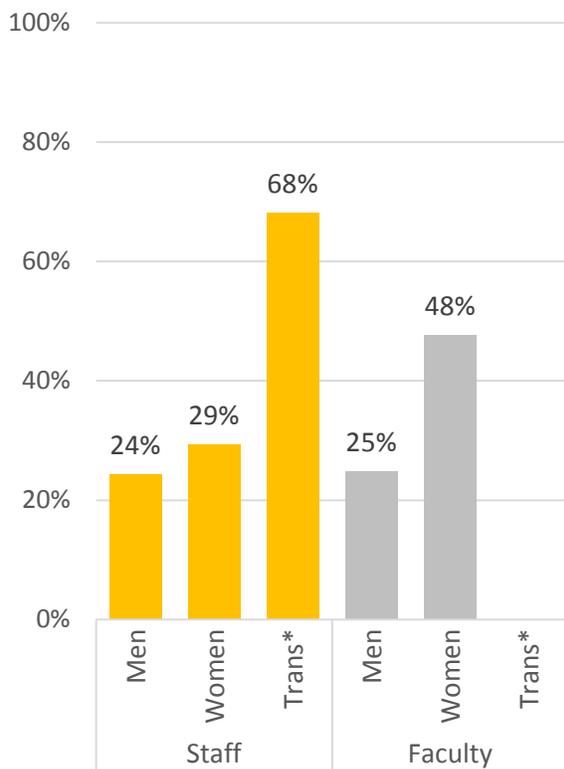
**Race/Ethnicity: Work Harder to Support URM**



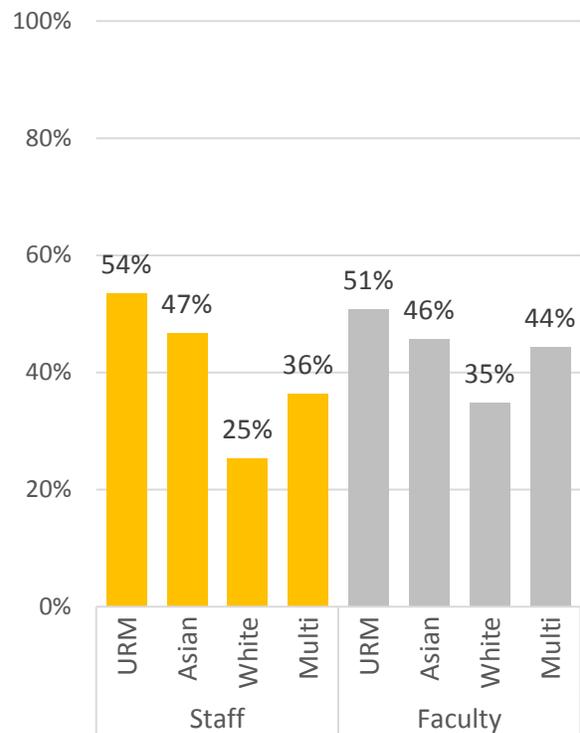
**Race/Ethnicity: Gain Access to Social Networks**



**Gender: Access Mentoring**

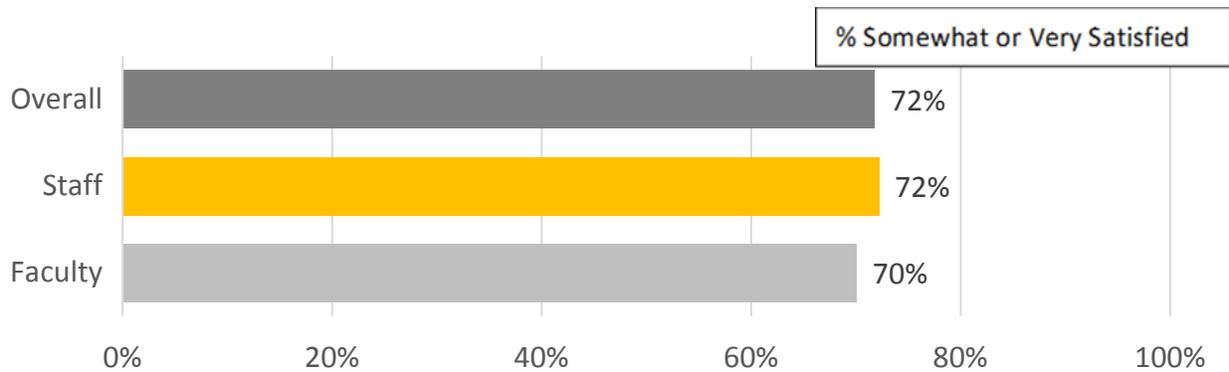


**Race/Ethnicity: Access Mentoring**



## Climate Perceptions

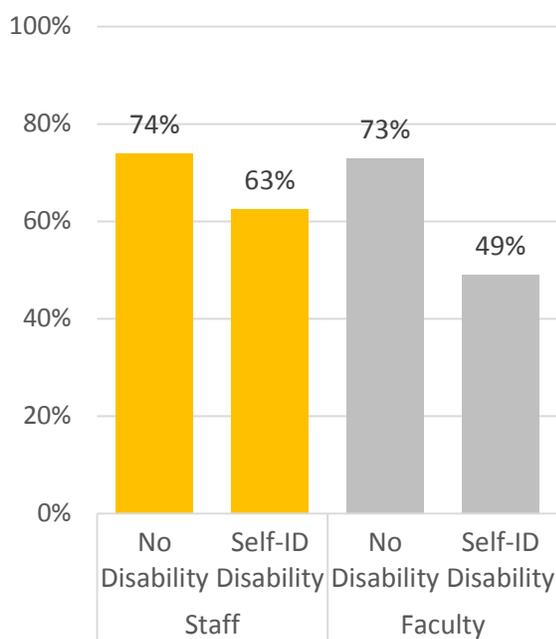
**In the past 12 months, how satisfied have you been with the overall campus climate/environment that you have experienced at the University of Iowa?**



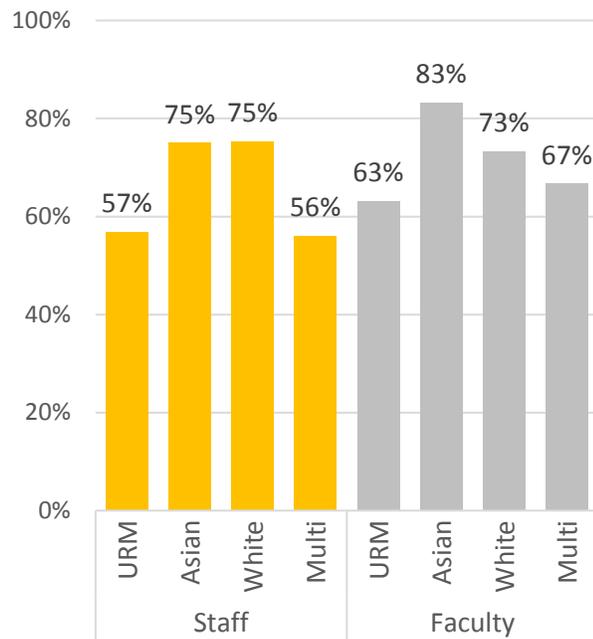
### Key Findings

1. A lower percentage of URM staff report being satisfied with the overall climate at the University of Iowa compared to White and Asian staff.
2. A lower percentage of women faculty report being satisfied with the overall climate at the University of Iowa.
3. Faculty and staff with a self-identified disability are less likely to report satisfaction with the overall climate (51% and 63% respectively) compared to 73% of faculty and 74% staff without a self-identified disability.

**Disability Status Differences**

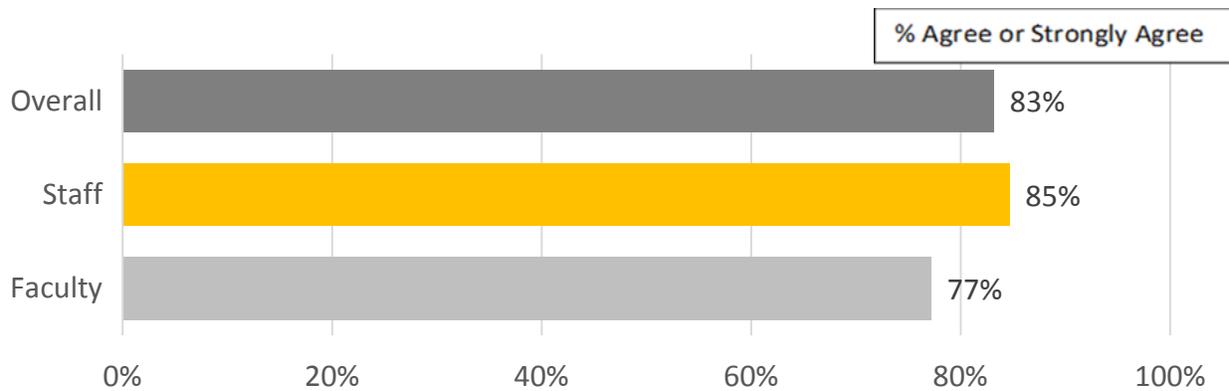


**Race/Ethnicity Differences**



## Climate Perceptions

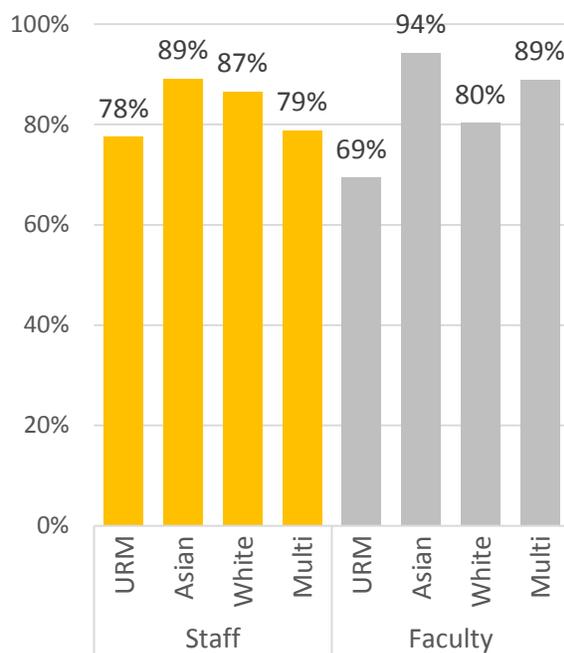
**The University provides an environment for the free and open expression of ideas, opinions, and beliefs.**



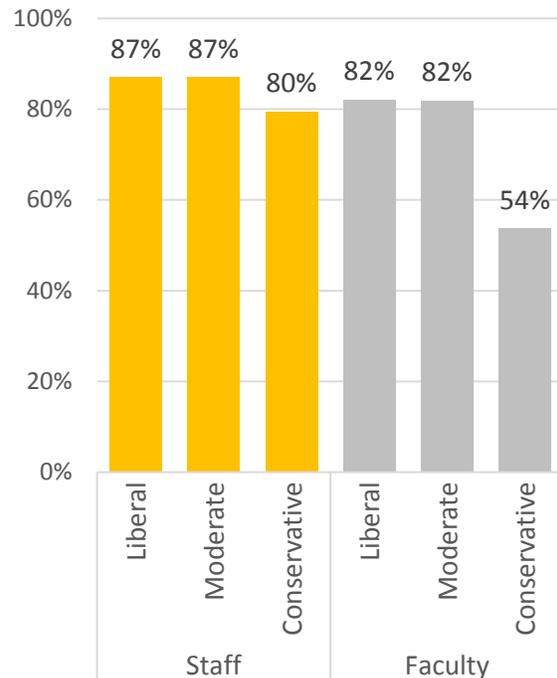
### Key Findings

1. A lower percentage of faculty agree that the University provides an environment for the free and open expression of ideas, opinions, and beliefs compared to staff.
2. A lower percentage of URM faculty and staff report that the University provides an environment for the free and open expression of ideas, opinions, and beliefs.
3. Politically conservative faculty and staff are less likely to agree that the University provides an environment for the free and open expression of ideas, opinions, and beliefs.

### Race/Ethnicity Differences



### Political Orientation Differences



## Climate Perceptions

### How would you rate the overall climate at the University of Iowa for faculty, staff and students who are:

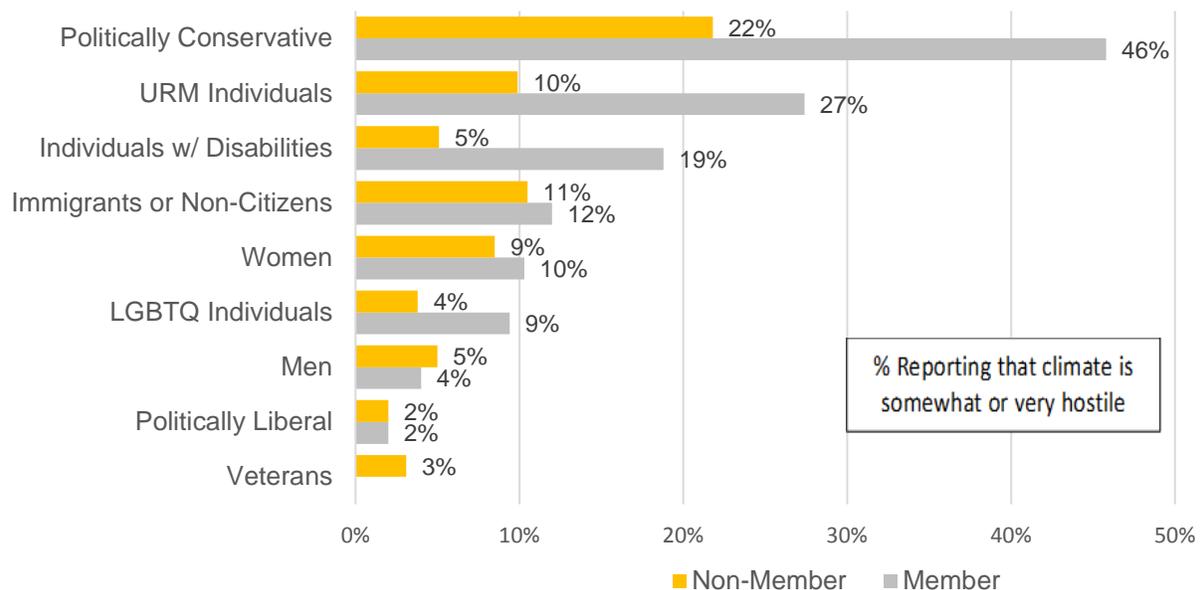
- Individuals with disabilities
- Lesbian, gay, bisexual, transgender, or queer (LGBTQ) individuals
- Underrepresented U.S. racial/ethnic minority (URM)
- Immigrants or non-U.S. citizens
- Women
- Men
- Politically liberal
- Politically conservative
- Veterans

#### Key Findings

1. A higher percentage of faculty rate the climate as somewhat or very hostile for individuals with disabilities, LGBTQ individuals, underrepresented U.S. racial/ethnic minorities, immigrants and non-U.S. citizens, women, and political conservatives.

2. Almost 50% of politically conservative staff and faculty rate the University of Iowa climate for political conservatives as somewhat or very hostile, while 22% of non-politically conservative staff and faculty rate the climate as somewhat or very hostile for political conservatives.

3. URM individuals and individuals with disabilities are much more likely to rate the University of Iowa climate as somewhat or very hostile compared to non-URM individuals and individuals without a self-identified disability.

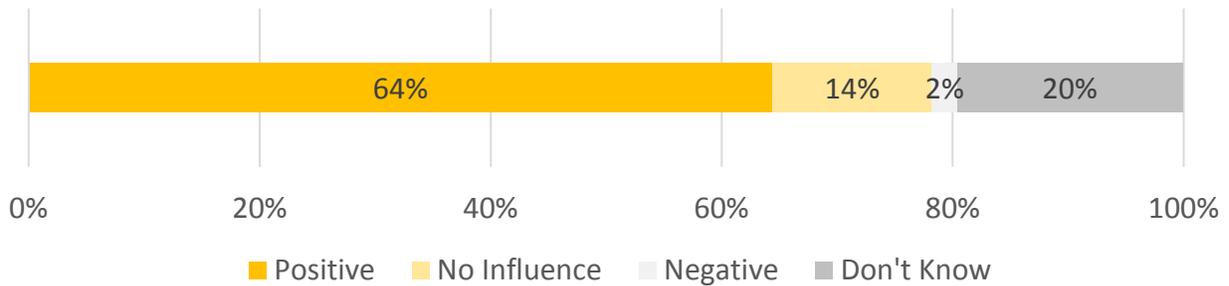


Note: Membership of groups is determined by responses to demographic questions at the conclusion of the survey. The “member” group for immigrants or non-citizens is all respondents who are not U.S. citizens. The “member” group for LGBTQ individuals are LGBQ (see demographic section for more details). There is no information about veteran status on the survey, so the graph displays the overall average response.

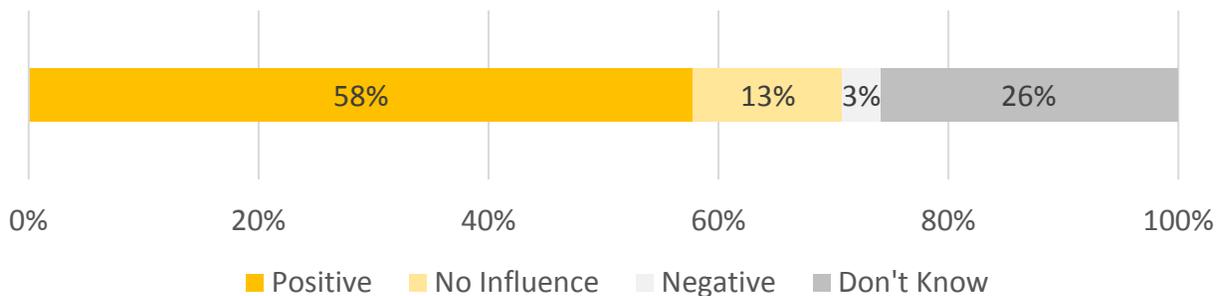
## UI Inclusive Climate Initiatives

The following are initiatives/programs that the UI is either currently engaged in or is considering to promote diversity and create an inclusive and equitable campus environment. To what extent do you agree that these are positively influencing the campus climate?

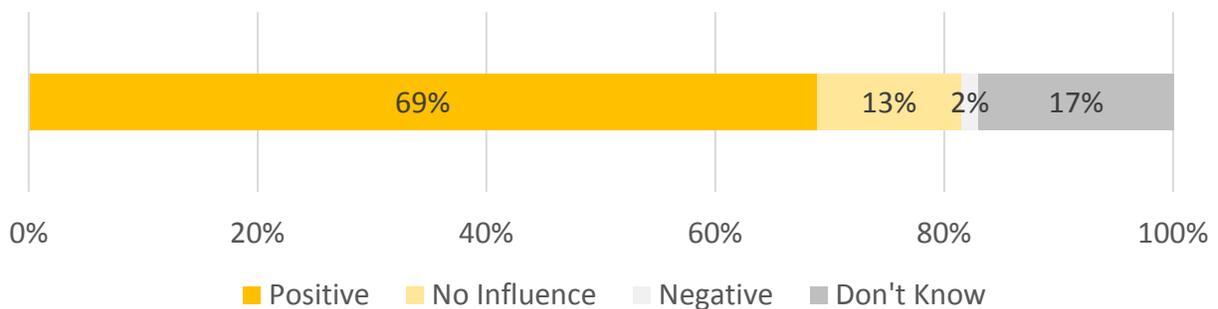
- Efforts to increase the diversity of invited campus speakers, lectures, performances



- Supporting UI faculty/staff constituency councils (e.g., UI Latinx Council, African American Council, LGBTQ Association)



- Efforts to create a welcoming community in Iowa City/Coralville



## Listening Session Feedback:

### Strengthening an Inclusive and Equitable Campus Climate

Evident in the focus groups—as in the survey responses—is the hope or longing for a stronger sense of campus community: “people leave because there is no community,” as one participant observed, “create groups, online or real, for people to build community. Students have a lot of groups to choose from, and staff and faculty should have similar opportunities.” As in the general survey, participants underscored the importance of informal or purely social opportunities to interact with others—“making it fun to learn – social events, cultural events, making people want to go and feel welcome” or “get outside of our own department and learn from other people.” In both discussion and written responses, such events were especially important to staff (“people would love to go to cultural events and cultural houses but scheduling makes this difficult. Try to incorporate those events into the work day, and allow time away from the office for staff to attend the events”) and to URM faculty and staff (“the conversations are important and are helping to build community with like minds across campus”).

The listening sessions sparked a wide variety of specific suggestions for enhancing campus climate, and in the end-of-session written responses, participants tended to draw on the session discussions to emphasize the larger challenge of making diversity, equity, and inclusion “an integral part” of campus climate and culture. In this vein, many argued that a key strategy for building this sense of community is to instill diversity, equity, and inclusion goals and values much more thoroughly and intentionally in campus life. “It needs to be

embedded and accepted as a genuine value or it does no good to keep talking about it,” as one staff participant noted, adding “I would love to see the circle of people who value this as a goal surpass those who are disinterested, don't see the value, etc.” “Make sure campus-wide information is shared,” as one focus group participant put it, “to let everyone know that DEI is not just an initiative but a business-critical element of campus culture.”

---

***People leave because there is no community. Create groups, online or real, for people to build community. Students have a lot of groups to choose from, and staff and faculty should have similar opportunities.***

---

---

***Make sure campus-wide information is shared to let everyone know that DEI is not just an initiative but a business-critical element of campus culture.***

---

---

***There are plenty of students, staff, faculty that are committed to DEI, we just need an outlet to do this work and make UI/Iowa City a comfortable space to learn and grow.***

---

Other participants, especially in the URM staff and faculty session, called for a broader attention to cultural resources on and off campus, pitched to applicants, new hires, and others: “provide information on community

resources to URM faculty or staff (e.g. where are the barber shops, where are the hair dressers?).”

## 2.4 Increasing Institutional Commitment to Diversity, Equity, and Inclusion

---

This section of the report provides an analysis of survey items that capture faculty and staff experiences related to: perception of commitment to diversity, equity, and inclusion; implementation and promotion of diversity, equity, and inclusion; and the value of diversity-related contributions.

The key findings described in this section of the report are statistically significant differences. When differences are significant for both faculty and staff, both are described. In cases where the difference is only significant for faculty or staff, only the statistically significant difference is described (see Survey Data Analysis Section for more details).

Details on how the demographic categories used in the analyses can be found in Appendix 3.

This section of the report also includes the key themes and suggestions provided by listening session participants related to enhancing the diversity of the campus community. For more information about the listening sessions, see Appendix 2.

## Survey Items: Increasing Institutional Commitment to Diversity, Equity, and Inclusion

### ***Perceptions of Commitment to Diversity, Equity, and Inclusion***

---

- The University has a strong commitment to diversity, equity, and inclusion.

### ***Implementation and Promotion of Diversity, Equity, and Inclusion***

---

Diversity, equity and inclusion are implemented and effectively promoted by: [asked as three separate questions] UI central administration; college/unit leadership; and department leadership.

### ***Value of Diversity-Related Contributions***

---

- My diversity-related contributions have been/will be valued for promotion or tenure in the areas of research. [Faculty Only]
- My diversity-related contributions have been/will be valued for promotion or tenure in the areas of teaching. [Faculty Only]
- My diversity-related contributions have been/will be valued for promotion or tenure in the areas of service. [Faculty Only]

## Key Findings: Increasing Institutional Commitment to Diversity, Equity, and Inclusion

### **Overall**

Most faculty and staff agree that the University has a strong commitment to diversity, equity, and inclusion and that diversity, equity, and inclusion is implemented and effectively promoted by the University. The listening sessions and open-ended survey questions made it clear that even those strongly supportive to campus diversity, equity, and inclusion efforts are frustrated by our inability to fully live up to those commitments. On this score, respondents cited insufficient resources, uneven commitments or buy-in from different units or departments, and inadequate accountability metrics or mechanisms. To increase institutional commitment to diversity, equity, and inclusion, participants suggested improving the communication, messaging, and promotion around diversity, equity, and inclusion policies and programs; highlighting diversity, equity, and inclusion initiatives and champions; increasing transparency and accountability; integrating diversity, equity, and inclusion into all aspects of campus; involving leadership; and providing adequate resources specifically for diversity, equity, and inclusion.

### ***Perceptions of Commitment to Diversity, Equity, and Inclusion***

---

The vast majority of faculty and staff report that the University has a strong commitment to diversity, equity, and inclusion (91%).

### ***Implementation and Promotion of Diversity, Equity, and Inclusion***

---

The vast majority of faculty and staff report that diversity, equity and inclusion are implemented and effectively promoted by central administration (88%), college/unit leadership (87%), and department leadership (84%).

### ***Value of Diversity-Related Contributions***

---

More than three-quarters of faculty report that their diversity-related service contributions have been/will be valued for promotion or tenure (77%), and more than two-thirds report that their diversity-related teaching and research contributions will be valued (72% and 64% respectively).

## Key Findings: Increasing Institutional Commitment to Diversity, Equity, and Inclusion

### Group-Based Disparities

#### *Race/Ethnicity*

---

A lower percentage of URM faculty report that their diversity-related contributions have been or will be valued for promotion or tenure in the areas of research, teaching, and service. A lower percentage of URM staff agree that diversity, equity, and inclusion are implemented and effectively promoted by central administration, college/unit leadership, and department leadership. A lower percentage of URM faculty and staff report that the University has a strong commitment to diversity, equity, and inclusion.

- A lower percentage of URM faculty and staff report that the University has a strong commitment to diversity, equity, and inclusion (72% of URM faculty and 80% of URM staff compared to 86% of white faculty and 94% of white staff).
- A lower percentage of URM staff agree that diversity, equity, and inclusion are implemented and effectively promoted by central administration (81% compared to 92% of white staff), college/unit leadership (76% compared to 90% of white staff), and department leadership (74% compared to 85% of white staff). A lower percentage of URM faculty agree that diversity, equity, and inclusion are implemented and effectively promoted by college/unit leadership (67% compared to 83% of white faculty).
- A lower percentage of URM faculty report that their diversity-related contributions have been or will be valued for promotion or tenure in the areas of research (50% compared to 66% of white faculty), teaching (54% compared to 75% of white faculty), and service (63% compared to 81% of white faculty).

#### *Gender*

---

A lower percentage of trans\* or non-binary gender identified staff report that the University has a strong commitment to diversity, equity, and inclusion. Among staff, a higher percentage of men agree that diversity, equity, and inclusion are implemented and effectively promoted by college/unit leadership, and a lower percentage of trans\* or non-binary gender identified individuals agree that diversity, equity, and inclusion are implemented and effectively promoted by department leadership. Among faculty, a lower percentage of women agree that diversity, equity, and inclusion are implemented and effectively promoted by department leadership.

- A lower percentage of trans\* or non-binary gender identified staff report that the University has a strong commitment to diversity, equity, and inclusion (73% compared to 93% of women and men).
- Among staff, a higher percentage of men agree that diversity, equity, and inclusion are implemented and effectively promoted by college/unit leadership (91%) compared to women (88%) and trans\* or non-binary gender identified individuals (73%).
- Among staff, a lower percentage of trans\* or non-binary gender identified individuals agree that diversity, equity, and inclusion are implemented and effectively promoted by department leadership (59%) compared to women (84%) and men (87%).

- Among faculty, a lower percentage of women agree that diversity, equity, and inclusion are implemented and effectively promoted by department leadership (78%) compared to men (88%).

### ***Sexual Orientation***

---

A lower percentage of LGBQ staff report that the University has a strong commitment to diversity, equity, and inclusion. A higher percentage of heterosexual faculty and staff agree that diversity, equity, and inclusion are implemented and effectively promoted by central administration and college/unit leadership.

- A lower percentage of LGBQ staff report that the University has a strong commitment to diversity, equity, and inclusion (90% compared to 94% of heterosexual staff).
- A higher percentage of heterosexual faculty and staff agree that diversity, equity, and inclusion are implemented and effectively promoted by central administration (84% and 91% respectively compared to 72% and 85% of LGBQ faculty and staff), and by college/unit leadership (83% and 89% compared to 69% and 84% of LGBQ faculty and staff).
- A lower percentage of LGBQ staff agree that diversity, equity, and inclusion are implemented and effectively promoted by department leadership (79%) compared to heterosexual staff (85%).

### ***Citizenship Status***

---

There are no statistically significant differences between faculty and staff who are citizens and those who are not in their assessment of the University of Iowa's commitment to diversity, equity, and inclusion, or in the effectiveness of leadership in promoting diversity, equity, and inclusion.

### ***Ability Status***

---

A lower percentage of staff with a self-identified disability report that the University has a strong commitment to diversity, equity, and inclusion. A lower percentage of faculty and staff with a self-identified disability agree that diversity, equity, and inclusion are implemented and effectively promoted by central administration. A lower percentage of staff with a self-identified disability agree that diversity, equity, and inclusion are implemented and effectively promoted by college/unit leadership or department leadership.

- A lower percentage of staff with a self-identified disability report that the University has a strong commitment to diversity, equity, and inclusion (85% compared to 94% of staff without a self-identified disability).
- A lower percentage of faculty and staff with a self-identified disability agree that diversity, equity, and inclusion are implemented and effectively promoted by central administration (66% and 82% respectively compared to 84% and 91% of faculty and staff without a self-identified disability).
- A lower percentage of staff with a self-identified disability agree that diversity, equity, and inclusion are implemented and effectively promoted by college/unit leadership (77%

compared to 90% of staff without a self-identified disability), or department leadership (74% compared to 86% of staff without a self-identified disability).

### ***Political Ideology***

---

There are no statistically significant differences between faculty and staff with different political ideologies in their assessment of the University of Iowa's commitment to diversity, equity, and inclusion. A lower percentage of politically liberal staff agree that diversity, equity, and inclusion are implemented and effectively promoted by central, or college/unit leadership, or department leadership.

- A lower percentage of politically liberal staff agree that diversity, equity, and inclusion are implemented and effectively promoted by central administration (81% compared to 87% of politically conservative staff), or college/unit leadership (86% compared to 92% of politically conservative staff), or department leadership (82% compared to 89% of politically conservative staff).

### ***Religious Affiliation***

---

A higher percentage of staff with a Christian religious affiliation report that the University has a strong commitment to diversity, equity, and inclusion. A higher percentage of faculty and staff with a Christian religious affiliation agree that diversity, equity, and inclusion are implemented and effectively promoted by central administration, or department leadership.

- A higher percentage of staff with a Christian religious affiliation report that the University has a strong commitment to diversity, equity, and inclusion (95% compared to 91% of staff with a non-religious affiliation and 89% of staff with a non-Christian religious affiliation).
- A higher percentage of faculty and staff with a Christian religious affiliation agree that diversity, equity, and inclusion are implemented and effectively promoted by central administration (88% and 93% respectively compared to 79% and 88% of faculty and staff with a non-religious affiliation), or by department leadership (87% and 88% respectively compared to 79% and 80% of faculty and staff with a non-religious affiliation).
- A higher percentage of staff with a Christian religious affiliation agree that diversity, equity, and inclusion are implemented and effectively promoted by college/unit leadership (92% compared to 81% and 87% of staff with a non-Christian religious affiliation and non-religious affiliation respectively).

### ***Faculty Compared to Staff***

---

There are no statistically significant differences between faculty and staff in their assessment of the University of Iowa's commitment to diversity, equity, and inclusion, or in the effectiveness of leadership in promoting diversity, equity, and inclusion.

### ***Faculty Rank or Track***

---

A lower percentage of associate professors agree that diversity, equity, and inclusion are implemented and effectively promoted by college/unit leadership. A lower percentage of

associate professors report that their diversity-related contributions have been or will be valued for promotion or tenure in the areas of research or service.

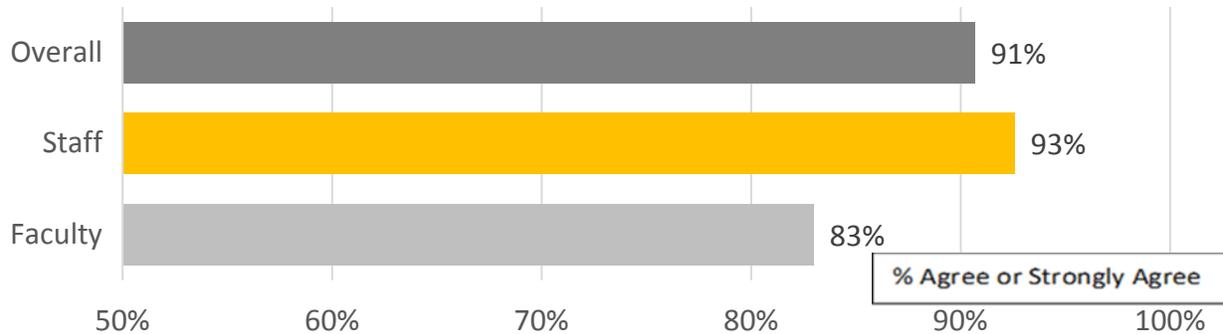
- A lower percentage of associate professors agree that diversity, equity, and inclusion are implemented and effectively promoted by college/unit leadership (72% compared to 85% of assistant professors).
- A lower percentage of associate professors report that their diversity-related contributions have been or will be valued for promotion or tenure in the area of research (56% compared to 71% of assistant professors), or in the area of service (71% compared to 82% of full professors).

### **Staff Type**

---

There are no statistically significant differences among staff types in their assessment of the University of Iowa's commitment to diversity, equity, and inclusion, or in the effectiveness of leadership in promoting diversity, equity, and inclusion.

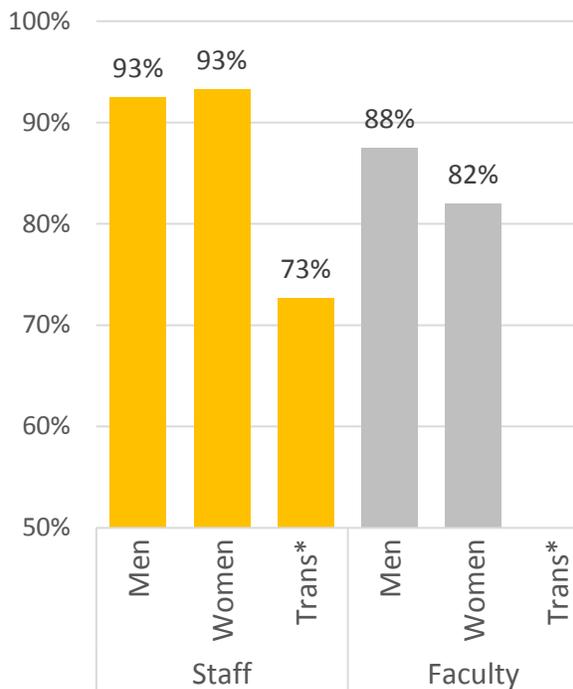
Implementation and Promotion of Diversity, Equity, and Inclusion  
**The University has a strong commitment to diversity, equity, and inclusion.**



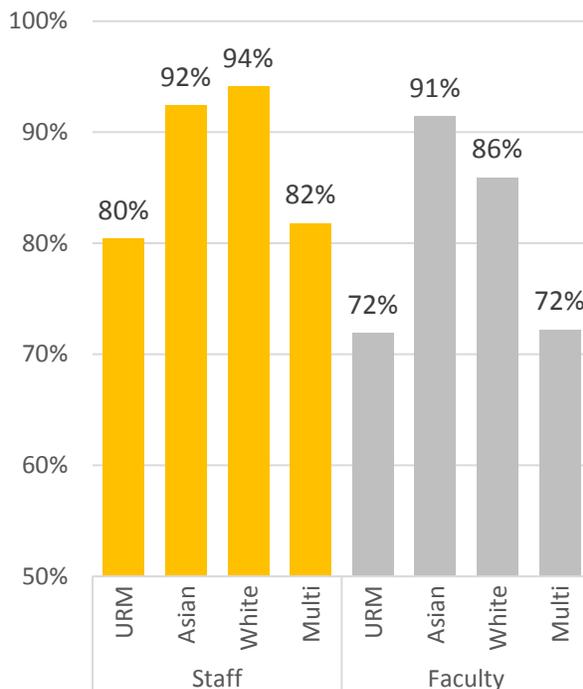
**Key Findings**

1. A lower percentage of faculty agree that the University has a strong commitment to diversity, equity, and inclusion compared to staff.
2. A lower percentage of URM faculty and staff report that the University has a strong commitment to diversity, equity, and inclusion compared to White and Asian faculty and staff.
3. A lower percentage of LGBTQ faculty and a lower percentage of staff with a self-identified disability agree that the University has a strong commitment to diversity, equity, and inclusion.

**Gender Differences**

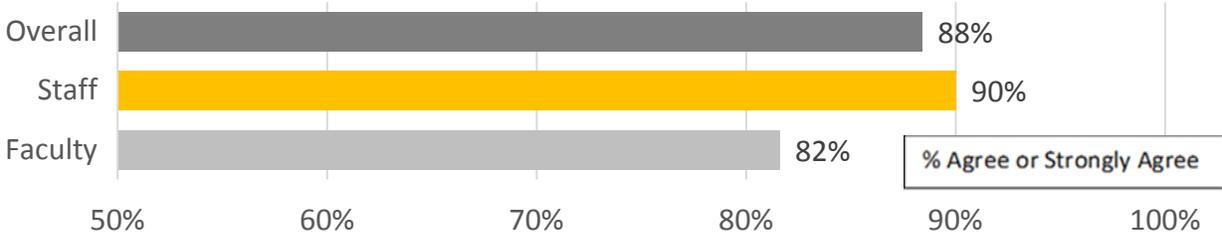


**Race/Ethnicity Differences**

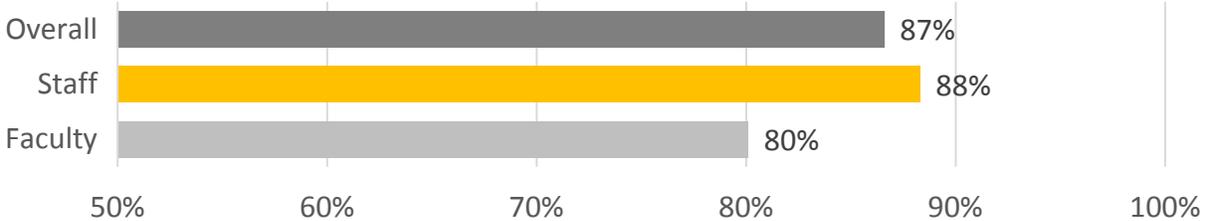


Implementation and Promotion of Diversity, Equity, and Inclusion  
**Diversity, equity and inclusion are implemented and effectively promoted by:**

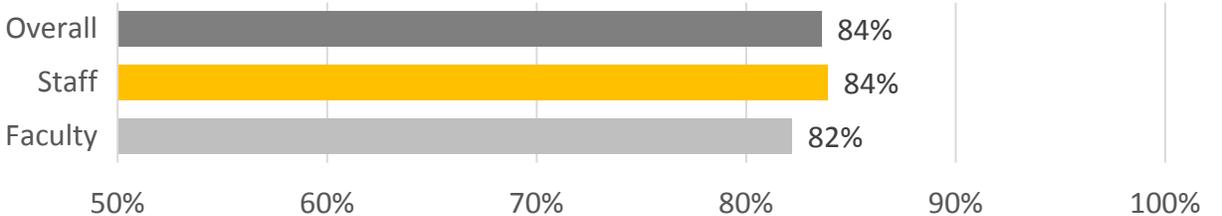
**UI Central Administration**



**College/Unit Leadership**



**Department Leadership**

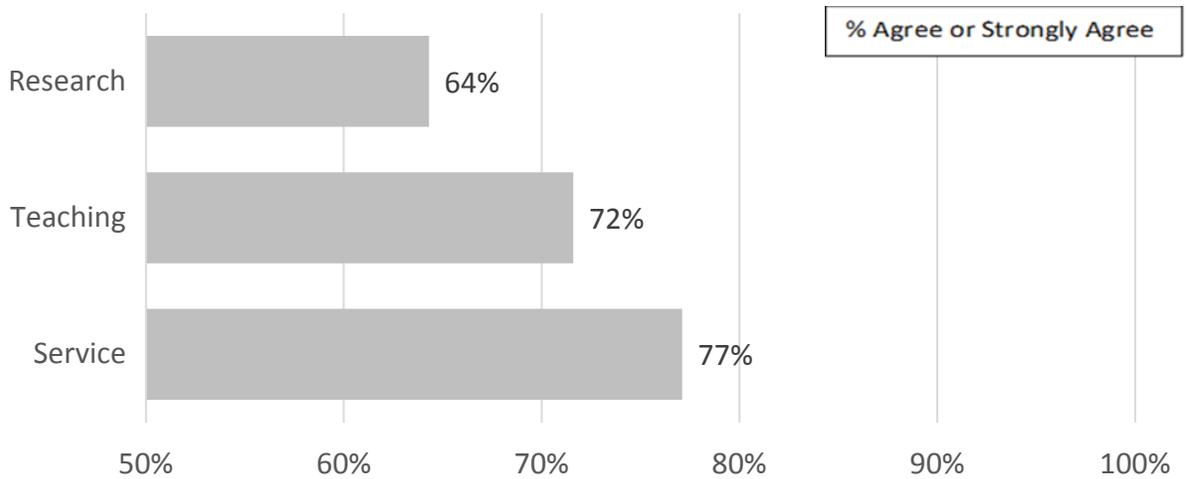


**Key Findings**

1. A higher percentage of staff agree that diversity, equity, and inclusion are implemented and effectively promoted by UI Central Administration and College/Unit leadership compared to faculty.
2. A lower percentage of URM faculty and staff agree that diversity, equity, and inclusion are implemented and effectively promoted by UI Central Administration (staff only), College/Unit leadership, or Department leadership (staff only).
3. A lower percentage of LGBTQ faculty and staff agree that diversity, equity, and inclusion are implemented and effectively promoted by UI Central Administration, College/Unit leadership, or Department leadership (staff only).
3. A lower percentage of faculty and staff with a self-identified disability agree that diversity, equity, and inclusion are implemented and effectively promoted by UI Central Administration, College/Unit leadership (staff only), or Department leadership (staff only).

## Value of Diversity-Related Contributions

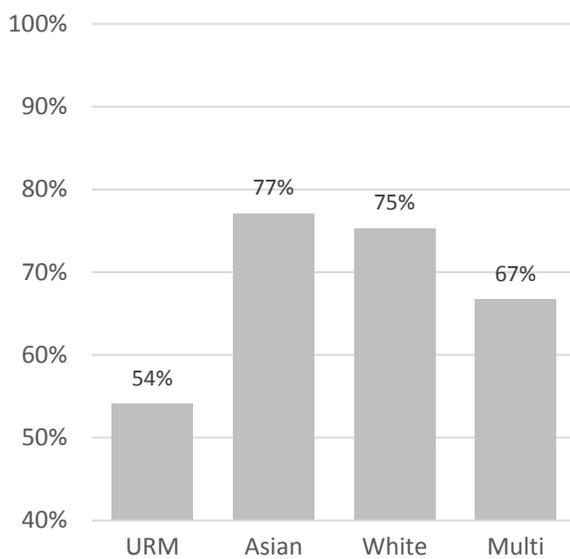
**My diversity-related contributions have been/will be valued for promotion or tenure in the areas of research, teaching, and service. [Faculty only]**



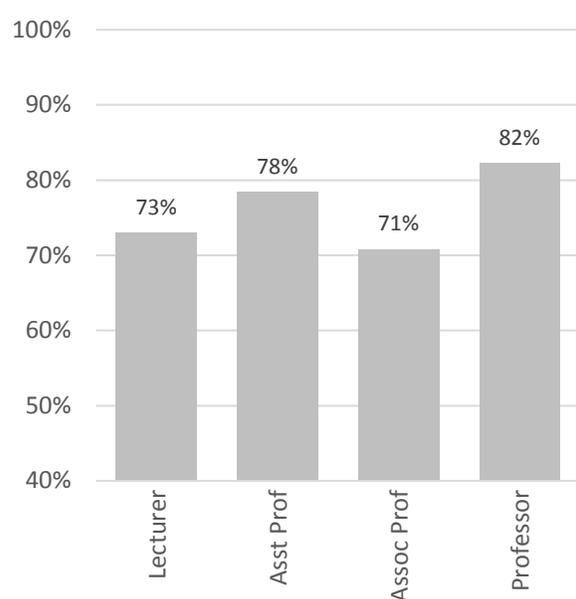
### Key Findings

1. A lower percentage of URM faculty report that their diversity-related research, teaching, and service contributions are valued compared to white faculty (teaching and service) and Asian faculty (research).
2. A lower percentage of associate professors report that their diversity-related research and service contributions are valued compared to assistant professors (research) and full professors (service).
3. A lower percentage of tenure-track faculty report that their diversity-related research is valued (62%) compared to clinical-track faculty (76%).

**Race/Ethnic Differences (Teaching)**



**Rank Differences (Service)**



Listening Session Feedback:

### **Increasing Institutional Commitment to Diversity, Equity, and Inclusion**

In different ways and with different points of emphasis, each focus group raised the issue of communication, messaging, or promotion around diversity, equity, and inclusion policies and programs. Participants felt that the “big picture” was missing; we need to “define our diversity, equity, and inclusion goal/mission AND explicitly state why it is a priority,” and “drive home the positive impact that diversity has on the workplace.” In the listening sessions, this was most often expressed as a challenge of messaging or communication; in the written response, it was more often raised as question of commitment or accountability.

---

***Define our DEI goal/mission  
AND explicitly state why it is a  
priority.***

---

Many felt that campus resistance followed the perception that diversity, equity, and inclusion was simply about numbers or hiring quotas and urged the University to advance “a unified and

consistent message on diversity, equity, and inclusion.” For others, commitments to diversity, equity, and inclusion were best pursued by “helping community members live the training in day to day work,” or “to put training into our work practices.” In this sense, as others note, campus climate and diversity, equity, and inclusion commitments can sustain each other: “There are plenty of students, staff, faculty that are committed to diversity, equity, and inclusion, we just need an outlet to do this work

---

***If we have rainbow signs  
everywhere, and then people get  
here and there is not actually  
support; that is not good.***

---

and make UI/Iowa City a comfortable space to learn and grow.” Or as another participant described, “It is just about building a connected, thoughtful campus of people—people who embrace diversity, equity, and inclusion.”

There was discussion in many of the focus groups of the ways in which we might have lost sight of these larger goals. In this respect, participants recognized the need to promote diversity, equity, and inclusion initiatives and champions on campus (“provide awards and recognition for people . . . call them out for a job well done”) as well as in our broader community; “to put Iowa in a less stereotypical frame . . . increase outreach outside of Iowa and expand understandings of what it means to work at Iowa.”

At the same time, a number of participants wanted to ensure that such promotion “occurs in [a] natural not forced way,” and does not overplay our progress or paper over our shortcomings. “Be real” was a common refrain. “It’s okay not to have an A+ on diversity,” as one staff participant put it in their written response, “we just need to recognize that and keep building . . . acknowledging the deficits without risking being labelled a ‘failure.’” Others suggested that “the university is not honest with how little diversity we have. The university presents a very positive image, and people arrive at the university and are surprised.” In this view, transparency and authenticity, the frank acknowledgment of shortcomings, help to sustain claims on institutional commitment and resources (no “taking the foot off the gas” or “resting on laurels”), and to align

expectations with outcomes: “If we have rainbow signs everywhere, and then people get here and there is not actually support that is not good.” In this view, transparency and promotion could make our diversity, equity, and inclusion efforts more visible and more authentic. And, by communicating better, we could make it easier to learn from past experience, to replicate or scale up what works, and to redirect precious resources from those that do not.

Here, as in the general survey, there was a strong sense that diversity, equity, and inclusion efforts are both insufficient (we are not doing enough) and hidden from view (we do not shine sufficient light on our successes or our failures). These views were especially prominent on the health care campus where, in the end-of-session written responses, faculty and staff raised issues of transparency and communication at nearly twice the rate of all participants.

Most consistently and emphatically, participants pressed the point that diversity, equity, and inclusion initiatives and values need to be integrated into all aspects of campus, and “embedded into all aspects of campus life (all training, all communications);” to be thought of “not as something you sign up for but as something that is part of your job;” to be “automatic, not an afterthought.” In ways that are touched on in the sections below on accountability and resources, participants noted that unless diversity, equity, and inclusion could become an “organic” and ongoing institutional goal or value, “it does no good to keep talking about it.” “I would love to see this campus move past poster-child celebrations of diversity ‘success,’” as one faculty participant argued in their written response, “. . . to the grappling of doing right by people. What does a just workplace look like? How are we striving to move there and what are the challenges?” These views were most ardently pressed by staff supervisors, making up over one-third of their end-of-session takeaways and recommendations.

A powerful theme across all sessions was the conviction that progress on any diversity, equity, and inclusion initiative or outcome will be slow or haphazard without clear accountability and without adequate resources. This was an especially powerful theme—across all sessions—in the written responses. The general tone of the discussions, with regard to accountability, was that our aspirations are not matched by our commitment. “Action items are imperative,” as one participant put it, “the UI talks a good game, but change requires proactive, real commitments, accountability, and deliverable resources . . . We know what to do. We just have to do it.” Some viewed the gap more optimistically, suggesting that “we are going in the right direction but we need to have a constant, general pressure to change the environment.”

---

***I would love to see this campus move past poster-child celebrations of diversity ‘success,’ to the grappling of doing right by people. What does a just workplace look like? How are we striving to move there and what are the challenges?***

---

---

***The UI talks a good game, but change requires proactive, real commitments, accountability, and deliverable resources . . . We know what to do. We just have to do it.***

---

This sense of frustration was especially evident among URM faculty and staff, who noted that “there is still a lot of work to be done to increase the feelings of value . . . . There is a lot of conversation, but not a lot of action or tangibles that people can point to in order to say ‘the university is fully committed to supporting URM communities on campus.’”

As in the general survey, focus group participants highlighted the importance of campus leadership in building and sustaining accountability—arguing that “working on diversity, equity, and inclusion initiatives/efforts [should be] part of the job description for leadership” and that diversity, equity, and inclusion “goals should be modeled by leadership.” That model behavior, as many suggested, should include visible support for events and programming (“their physical presence at events”), and full participation in BUILD and other training opportunities: “Leaders need to show/demonstrate the values of diversity, inclusion, and equity with their own training,”

as one staff participant underscored in their written response, “and by putting \$\$ toward what is important.”

---

***Have the President charge each Dean with taking the results of the survey and making an action plan.***

---

For many participants, accountability also meant closer attention to institutional organization and processes—both in support of broader diversity, equity, and inclusion goals and in response to grievances or instances of discrimination. It would

be “helpful to have a clear pathway rather than a list resources . . . a guide of where to go and who call,” as one participant put it. As in the general survey, participants voiced confusion about “the accountability structure,” worried that people did not “feel safe to share concerns . . . without fear of being reprimanded,” and sensed too little “campus support for reporting and holding people accountable.” Staff and faculty on the health care campus were substantially more likely to raise concerns about accountability, perhaps reflecting differences in workplace structure and culture between the academic and health care settings.

Finally, participants drove home the point that accountability depended not just on leadership and organizational structures but also on clear and credible metrics for progress, success, and failure.

“Have the President charge each Dean with taking the results of the survey and making an action plan,” as one faculty participant suggested in their written response, “including metrics for their colleges that need to be reported by the end of the

---

***Budgets are values in action.***

---

academic year with measurable outcomes--directly to the President in front of the other Deans.” Many participants echoed this call for “metrics,” “measurables,” “benchmarks,” or “annual goals” for both the University as a whole and for individual departments and units. Suggestions included both expanding and sustaining ongoing data collection and survey efforts and ensuring that the outcomes of specific programs or initiatives are clearly measured and reported. “Let’s say we recruit a bunch of URM faculty and staff,” as one participant observed, “but 2 years later they all leave but in another department, they stay. We need know why. What is the difference?”

Woven through all of these suggestions and concerns—from recruitment and training to communications and climate—was the observation that diversity, equity, and inclusion programs

and initiatives are underfunded. “Budgets are values in action” as one staff participant put it in their written comments, an observation that arose—in some form—alongside almost every other substantive suggestion. “At some point,” as another participant noted, “it is all going to be about money. A lot of the time, we just can’t afford to do these things.” Participants argued not just for more resources to be explicitly earmarked for

diversity, equity, and inclusion efforts, but for central and institutional commitments that would allow innovative and committed departments or units to escape the constraints of conventional collegiate budgeting. This point was made most consistently with respect to recruitment: “provide funding and assistance for hiring searches and recruitment . . . seed grants should be offered for good practices in departments and organizations.” Without such commitments, participants were generally glum about the larger prospects. “Money talks and bullshit walks,” as one participant concluded bluntly, “the numbers are the same from 30 years ago because the money didn’t come in. No point in coming up with reports when not a penny goes into it.”

Concerns regarding budgets and resources were raised most often by URM faculty and staff, a group for whom recruitment and retention failures are particularly acute. Staff and faculty on the health care campus, by contrast, scarcely raised such concerns at all—a pattern that may simply reflect the very different budgetary models and expectations that flow from a reliance on general education funding on the east side of the river, and on revenues from service provision in health care. Resources, accountability, and institutional commitment also were featured more prominently in the written responses, a point of emphasis that may simply capture the more reflective nature of those comments. The notes on the listening sessions and the written

responses, in this respect, emphasize and underscore the same fundamental themes. In discussion, participants offered ideas, suggestions, and personal (often cautionary) experience. In the written responses, participants tended to frame these in broader institutional terms.

---

***Working on DEI initiatives/efforts [should be] part of the job description for leadership.***

---

---

***The numbers are the same from 30 years ago because the money didn’t come in. No point in coming up with reports when not a penny goes into it.***

---

## 2.5 Insights and Feedback from Open-Ended Survey Question

---

About 20 percent of those completing the survey (858 of 4,547) responded to the open-ended prompt:

“Please share any other thoughts, comments, or suggestions that you may have on the topics covered in this survey.”

These responses ranged widely, offering a diverse array of personal experiences, reflections on campus climate, and programmatic suggestions or criticisms. The responses were categorized in a two-part process to accurately reflect the nature, tone, and content of the information. First, responses were categorized into one of three groups: support for diversity, equity, and inclusion goals, programs, and initiatives; opposition to diversity, equity, and inclusion goals, programs, and initiatives; or more general observations and suggestions. Responses within each of these groups were then categorized by topic. Some topics were discussed within each of the groups (i.e. some respondents praised current diversity, equity, and inclusion work on campus while others voiced opposition or more negative assessments).

**20%**  
**of respondents**  
**provided**  
**comments**

The responses were categorized into three groups:

- **Support for Diversity, Equity, and Inclusion Goals, Programs, and Initiatives:** 57% (492 of 858) expressed support for campus diversity, equity, and inclusion efforts. Many of these were perfunctory responses (“*Good job*” or “*Glad you are doing this important work*”); others, as detailed in the discussion below, offered broader assessments or observations as to the goals, strategies, successes, and shortcomings of campus diversity, equity, and inclusion programs.
- **Opposition to Diversity, Equity, and Inclusion Goals, Programs, and Initiatives:** 20% (171 of 858) expressed general or specific opposition to the same diversity, equity, and inclusion efforts. Many of these were also quite brief (“*waste of time*” or “*stop obsessing about this*”); others, as detailed below, argued that diversity, equity, and inclusion efforts came at the expense of those not designated as “underrepresented” or at the expense of the University’s academic mission.
- **Observations and Suggestions:** 23% (195 of 858) offered observations or suggestions without taking a clear position for or against campus diversity, equity, and inclusion efforts

A small number of respondents (<2%) offered observations or suggestions not directly related to the prompt; these included comments regarding the design or administration of the survey itself and a few observations about politics or other campus issues.

A close reading of the responses within each of these categories provide us with a rich body of illustrative examples and further insights.

## Support for Diversity, Equity, and Inclusion Goals, Programs and Initiatives

The open-ended reflections of those expressing support for campus diversity, equity, and inclusion efforts included three general categories of response.

- Generic support
- Specific suggestions for improving current efforts
- Challenges and frustrations

### **Generic Support**

About one-third (159 of 492) of respondents who wrote comments supporting diversity, equity, and inclusion goals, programs, or initiatives offered brief and generic support, either applauding the goals of campus diversity, equity, and inclusion programs in general terms, or simply expressing appreciation for the opportunity to complete the survey (“I think that these are very important conversations and I am glad that this survey has been sent out to bring awareness to staff around campus”).

### **Specific Suggestions**

Another third (163 of 492) elaborated on their support by offering specific suggestions for improvement or innovation.

Among these specific suggestions, the most prominent were:

- Program Expansion
  - Increase offering of BUILD or similar programs
  - Mandate participation in BUILD or similar programs
- Recruitment and Retention
  - Devote more resources to diversity, equity, and inclusion hiring initiatives
  - Provide better support to URM faculty and staff
- Use a Broad Definition of Diversity
  - Devote more attention to ADA compliance
  - Devote more attention to intellectual diversity
- Specific Policies
  - Create gender pay equity policy
  - Establish paid parental leave

Several responses described the importance of expanding or building on existing programs especially in the area of diversity, equity, and inclusion-related training (“increase training or classes about implicit bias, social equity and privileged status”). Many respondents specifically mentioned the BUILD program and advocated for an expansion of this program, with some calling on the University to make participation at some level mandatory either for all faculty and staff or for specific groups, such as supervisors or hiring committees.

Respondents also advocated for renewed attention to recruitment or retention (“If there are programs in place that are not resulting in a greater diverse workforce for UI departments, they need to be eliminated and new programs created that actually diversify the workforce”). While most responses did not provide specific ideas for how to increase the focus on recruitment or

retention, the most common ideas for how to do this were: to devote more resources to diversity, equity, and inclusion hiring initiatives and to provide better support to URM faculty and staff.

Many of these responses also encourage a broader working definition of diversity (“you didn’t cover all bases when talking about discrimination”) to include patterns of inequity or discrimination (e.g., disability, national origin, age, size) they felt were not sufficiently emphasized elsewhere in the survey. Inclusion of intellectual diversity was a common theme in this respect, as was the conviction that diversity, equity, and inclusion opportunities and challenges varied considerably by discipline, department, or unit (for example, women might be underrepresented in one discipline, but not another). Others took exception to what they felt was undue emphasis on underrepresented racial minorities or sexual preference, some viewing the latter as a distinct and less deserving category (“I just don’t believe lifestyle choices should be in the same category as ethnic, cultural or race diversity”). These responses were telling in a number of respects. Most can be read as generally supportive of the principle and goals of affirmative diversity, equity, and inclusion policies or programs, while expressing concern that a particular group was receiving insufficient attention. Those more negative in tone took a less expansive view of diversity, equity, and inclusion, arguing instead that a particular group was receiving too much attention.

---

***You didn't cover all bases when talking about discrimination.***

---

Several respondents discussed the importance of including attention to specific policies and solutions in any diversity, equity, and inclusion -related efforts. The two most commonly mentioned were parental leave and pay equity. Respondents encouraged the University to consider these policies as diversity, equity, and inclusion policies, advocated for more to be done to reduce gender pay inequities between men and women, and to provide paid leave for parents.

### **Challenges and Frustrations**

The final third of the positive responses (168 of 492) offered what might best be described as cautionary support, focusing in most cases on general or local failures to achieve stated goals. These responses described episodes or patterns of discrimination or bias, sometimes to make the case that departments and other units were not following through on institutional goals (“generally it seems a there is a failure of key people at the unit/departmental level to embrace these efforts, to acknowledge their own bias, or to recognize harmful behavior/attitudes” or “individual units do not always live up to the standards set by the UI” or “the campus has been great, except on the floor that I work”).

---

***Generally it seems a there is a failure of key people at the unit/departmental level to embrace these efforts, to acknowledge their own bias, or to recognize harmful behavior/attitudes.***

---

Some respondents focused on inaction on the part of campus leaders or a perceived lack of commitment to institutional diversity, equity, and inclusion goals (“there continues to be evidence throughout the leadership of lack of awareness and attention to barriers to advancement for women, non-white individuals, and those in other protected categories”).

---

***I feel we have a lot of the apparatus that, on paper, looks like support and attention to diversity, equity, and inclusion. But in implementation, it is diluted and dispersed.***

---

A common theme across these responses was that diversity, equity, and inclusion efforts are insufficient (“all talk and no action” or “more action less surveys”), or that they are hampered by a lack of follow-through or accountability (“I feel we have a lot of the apparatus that, on paper, looks like support and attention to diversity, equity, and inclusion. But in implementation, it is diluted and dispersed” or “policy pressure at the top without the incentive (and the tools) to comply at the bottom isn't very effective”).

Finally, a number of respondents noted the challenges posed by the larger context, touching on the influence of Iowa and Iowa City on campus climate, and the influence (or potential influence) of the University on diversity, equity, and inclusion beyond its own gates. Again, the majority of these comments can be read as supportive of diversity, equity, and inclusion policies and goals while at the same time skeptical, cautious, or realistic about the traction of such policies and goals in a majority-white context. A core theme in these responses was encouragement for the University not to pursue its goals in isolation, to engage local and state communities in the larger effort.

## Opposition to Diversity, Equity, and Inclusion Programs and Initiatives

The responses of those expressing opposition to campus diversity, equity, and inclusion efforts included four general categories of response.

- Discrimination against political conservatives
- Discrimination against majority identity groups
- Concerns about criteria used for personnel decisions
- Distraction from academic mission

---

***The UI pays lip service to diversity, but in fact is not a welcoming environment for conservatives.***

---

### Discrimination against Conservatives

---

More than one-third of respondents who offered comments (60 of 171) described discrimination against political conservatives (“I think diversity is mostly encouraged at Ulowa, but I have felt a sense of hostility/mockery towards those with conservative political views” or “The UI pays lip service to diversity, but in fact is not a welcoming environment for conservatives”). Some argued for respectful consideration of political and intellectual diversity in hiring, curriculum, and campus climate, including campus events and speakers (“We must not forget that diversity of ideas is necessary in a university, and that legislation of dogmas is in contrast to the purpose of an academic community”).

## Discrimination against Majority Identity Groups

The responses described above often overlapped or echoed those (27 of 171) who claimed that campus diversity, equity, and inclusion efforts have resulted in discrimination against majority identity groups or individuals, especially white men (“it is about time liberals and all the minorities come to realize that the most discriminated against class is the white male . . . why should a person that is under any of these protected class get a job that a white male is by far the best person for the job?”)

## Concerns about Personnel Decisions

Concerns about personnel decisions and workplace climate can be found across the full spectrum of negative and positive responses. Broadly, these revolved around issues of fairness or equity, treatment by supervisors, or failures to live up to diversity, equity, and inclusion goals and values. Those responses categorized here as opposed to diversity, equity, and inclusion programs and initiatives offered a narrower concern that “preferential hiring” was crowding out merit. About one-quarter (43 of 171) argued that hiring and other personnel decisions should be based on individual attributes and merit alone (“No one should be hired or not hired based on race, ethnicity, gender identification, etc. Individuals should be hired based on their qualifications and nothing else” or “people should be included on their own merits, not just to show we are being diverse, equity, and inclusion of all types. I'm not a big fan of quotas.”). Several of these respondents argued specifically that diversity, equity, and inclusion considerations in hiring could result in units or departments passing over the best candidate for the job.

---

***No one should be hired or not hired based on race, ethnicity, gender identification, etc. Individuals should be hired based on their qualifications and nothing else.***

---

## Distraction from Academic Mission

---

***Sometimes it appears too much effort is put towards diversity, equity, and inclusion that we are less efficient at performing our actual job.***

---

The final quarter (41 of 171) of this group expressed the view that campus diversity, equity, and inclusion efforts are a distraction from the core academic mission (“sometimes it appears too much effort is put towards diversity, equity, and inclusion that we are less efficient at performing our actual job”), that they create the problem (a “victim mentality”) they purport to solve (“diversity quotas and strong biases are repulsive and create unnecessary conflict and perceived conflict”), or that they try to “force” employees to accept a narrow orthodoxy on issues of race and gender (“stop pushing this political nonsense down the throats of the UI community” or “The UI should not tell faculty and staff what to believe”).

## Other Comments and Concerns

The response of those who did not take a clear position for or against campus diversity, equity, and inclusion efforts fell into three general categories:

- General campus climate issues
- Suggestions for survey administration
- Definitions of diversity, equity, and inclusion

Nearly half of these (92 of 195) described patterns or instances of campus climate of a broader nature, including pay inequities, questionable personnel decisions, and frustrations with local or campus leadership. While not easy to categorize along an axis of support and opposition for diversity, equity, and inclusion efforts and programs, these responses nevertheless evoke a broad concern with equity and inclusion, and remind us of the importance of ensuring dignity, respect, and fairness across all campus settings and constituencies. Here, the most commonly expressed concerns were inequities in pay or status (often accompanied by, or expressed as, a sense that the respondent's contributions were not valued or that the respondent's career had stalled); and specific instances or examples of poor decisions and mistreatment (or the observation of mistreatment) by a colleague or supervisor.

About one-quarter (49 of 195) of these responses offered suggestions regarding the survey instrument itself, including allowable response ranges and question wording. The remainder of responses in this group were evasive, incomplete, or difficult to categorize, or well-off topic.

## 2.6 Suggestions from “Two Actions” Survey Question

---

About 35 percent of those completing the survey (1,580 of 4,547) responded to the open-ended prompt: “If there were two actions that UI could take to improve campus climate for diversity, equity, and inclusion, what would they be?”

Respondents offered varying numbers of suggestions for action or improvement. Each suggestion was counted and categorized yielding a total of 2,029 suggestions. These fell into six broad categories (see page 129 for detailed summary):

**35%**  
of respondents  
provided  
suggestions

- **Enhancing the Diversity of the Campus Community:** 32% (639 of 2,029) provided suggestions related to enhancing the diversity of faculty, staff, or students focusing on the hiring and retention of faculty and staff, and in the admittance and retention of students.
- **Strengthening an Inclusive and Equitable Campus Climate:** 25% (511 of 2,029) focused on campus climate; offering suggestions for a more inclusive, open, and equitable environment for all.
- **Broadening Diversity, Equity, and Inclusion Awareness and Skills:** 15% (301 of 2,029) dealt with diversity, equity, and inclusion awareness, knowledge and skills—especially with regard to professional development.
- **Increasing Institutional Commitment to Diversity, Equity, and Inclusion:** 21% (418 of 2,029) made suggestions related to the University’s institutional commitment to diversity, equity, and inclusion, focusing particularly on accountability and the relative commitment of different units or levels of administration.
- **Unsupportive Responses:** 6% (127 of 2,029) expressed opposition to campus diversity, equity, and inclusion efforts; most of these argue that incentives and decisions should be based solely on individual characteristics or merit, and that diversity, equity, and inclusion policies and programs were a distraction from the University’s core mission.
- **Non-Diversity, Equity, and Inclusion Responses:** 2% (33 of 2,029) offered suggestions unrelated to diversity, equity, and inclusion or offered general comments (“*keep up the good work*”) without offering a clear suggestion or recommendation.

A close reading of the responses within each of these categories provides a rich body of illustrative examples and further insights.

## Enhancing the Diversity of the Campus Community

Suggestions for enhancing diversity through recruitment and retention comprised 32% of the responses provided by respondents (639 total suggestions). The largest category of suggestions (about one-third of the responses in this group) expressed support for a stronger commitment to diversifying the University's workforce, with some variation in emphasis across units and disciplines. Some of these responses detailed the shortcomings or failures of particular units or departments (often their own), while others specified unit- or discipline specific patterns of underrepresentation (e.g. not enough men in student services, not enough women in leadership positions, not enough faculty of color in professional programs, etc.).

Another 11 percent of the "hiring and retention" responses (72 suggestions) offered concrete suggestions such as diversifying the composition of search committees, training of search committees on issues related to bias and diversity, and blind review of resumes as ways to increase diversity but also make the search process itself more inclusive and equitable. Thirteen percent in this response group argued not just for attention to diversity, equity, and inclusion in hiring, but also in internal promotion of women and underrepresented minorities, especially into leadership positions.

More than one-third of respondents in the "hiring and retention" category offered suggestions for retention, which fell into four general categories. The largest of these (96 or 15% of the "hiring and retention" responses) relayed concerns about respect, value, communication, and recognition in the workplace or the academic environment. These often revolved around inequitable relationships between faculty and staff, between senior and junior faculty, or between supervisors and staff. The prevalence and range of these concerns and experiences, underscore the importance of pursuing equity and inclusion in their broadest and most capacious definitions.

Of the respondents who raised more explicit equity and diversity concerns regarding retention, 88 made suggestions regarding pay or pay equity (especially between men and women), 47 called for better mentoring and support (including consideration of heavy service loads for junior URM faculty), and 22 asked that the University do more to promote work-life balance (especially in the provision of parental leave).

Finally, about 7 percent of this group called for parallel improvements in efforts to recruit, admit, and retain a diverse student body.

---

### ***Suggestions for Diversifying***

***Provide training for search committees***

***Diversify search committees***

***Conduct blind review of resumes***

***Assess internal promotions for diversity, equity, and inclusion***

---

---

### ***Suggestions for Retention***

***Enhance efforts to ensure respect & recognition***

***Address pay equity***

***Increase mentoring & support***

***Support work-life balance***

---

## Strengthening an Inclusive and Equitable Campus Climate

Suggestions related to creating an inclusive and equitable campus environment comprised 25 percent of the responses (511 total suggestions). On the topic of increasing the inclusiveness and equitability of campus climate, respondents offered a wide array of suggestions and observations. Nearly 35 percent of the suggestions in this group (178 suggestions) described the importance of more events and opportunities to interact with people with different social identities and/or characteristics, and learn about issues related to diversity, equity, and inclusion. Many respondents expressed a desire for opportunities to engage in dialogue across groups, calling for “events that promote diversity and give people the opportunity to education and have fun while doing it,” “a social space in which individuals committed to these ideas can meet, connect, and participate in plans to foster them,” “Opportunities for informal conversations between people who come from different backgrounds,” or for “campus community members to mix more with people who are not like themselves.” However, others called for events or places for particular groups as a way to promote community and provide opportunities for engagement in a positive environment (“support communities of color with spaces, speakers, opportunities to organize and grow”).

Another 32 percent of the responses in this group offered suggestions for increasing respect and inclusion. Most of these were supportive of diversity, equity, and inclusion goals and programs generally, but identified particular issues (age, disability, body size), that they felt were undervalued in the current climate. Another quarter argued for a more open intellectual and political climate on campus, many citing an apparent hostility to conservatives and members of mainstream religions.

Another 11 percent in this group raised concerns about access to campus events and resources, for both people with disabilities (“ensure that all buildings are accessible for individuals with disabilities”), and for people whose first language is not English (“offer printed materials in more languages . . . interpreters not always available”). Respondents in this group underscored these shortcomings as failures of inclusion, noting that better second language service might address the “visible segregation” of some international students and that better access for people with disabilities might address the feelings that “you’re not welcome here” or “you aren’t important enough to us for us to go out of our way to make you sure you can interact with us now (not after the fact)”.

Finally, about 8 percent of respondents in this group called for greater attention to issues beyond the campus—including both state and national politics as they bear on diversity, equity, and inclusion issues, and the climate of the communities in which faculty, staff, and students live.

---

### ***Suggestions for Increasing Inclusiveness***

***Provide more events to interact with people with different social identities and characteristics***

***Promote community for under-represented groups***

***Articulate a broad understanding of diversity***

***Ensure an open climate for dialogue across differences***

---

Increasing Institutional Commitment to Diversity, Equity, and Inclusion Suggestions related to increasing the University of Iowa's commitment to diversity, equity, and inclusion comprised 21% of the responses (418 total suggestions). On the topic of institutional commitment, respondents were primarily interested in resources, leadership, and accountability. Eighteen percent of respondents in this group called for much clearer and consistent sanctions for individual or units found guilty of discrimination; many of these expressed concerns about grievance procedures and the prospect of retaliation. Eight percent in this group suggested that accountability be reflected in the reward structure as well—especially as it pertained to resources for units with strong diversity, equity, and inclusion programs, and evaluation criteria for faculty and staff engaged in diversity, equity, and inclusion work. Respondents underscored the importance of changing the incentive structure so that individuals and units taking leadership or initiative in these areas are rewarded.

About 14 percent suggested that the University do a better job of defining and promoting its diversity, equity, and inclusion goals, celebrating its accomplishments, and publicizing the results of campus surveys or audits.

About 11 percent in this group called for better support (“more resources for underrepresented populations AND (most importantly), ensuring these populations are aware of them/how to access them”) for the many campus groups making diversity, equity, and inclusion contributions. Responses in this group generally recommended increasing funding for existing offices and organizations, and identified underrepresented minorities, international students, and the disabled as those in most need of additional services or support.

Another 8 percent in this group argued for accountability bolstered by continued institutional research into campus climate and outcomes (“more surveys like this that allow sharing of ideas and experiences; publish results of surveys and share what areas need improvement”), and clearer metrics for success or failure for both the institution (“collect and disseminate actual data on current Faculty and Staff diversity. Communicate clear, measurable goals, on where the University of Iowa would like to be in 5 years with regards to diversity of Faculty and staff based on this data”) and its constituent units (“audit/examine departments and colleges more closely to get idea of how the broader campus initiatives are working and playing out on that level,” “Every department should have a report card on diversity. Reviewed semi-annually or yearly”).

The other major concern raised by 12 percent of this group was the unevenness of campus commitment to diversity, equity, and inclusion. Respondents described how commitment to campus diversity, equity, and inclusion goals was strong in some units or departments, but largely absent in others. Many in this group, interestingly, felt that the institutional commitment existed, but that it was being diminished by the failure of some units to participate or embrace campus-wide efforts.

---

***Suggestions for Commitment***

***Increase accountability for individuals and units***

***Promote diversity, equity, and inclusion goals & accomplishments***

***Increase support for diversity, equity, and inclusion efforts***

***Institutionalize sustained leadership and support for diversity, equity, and inclusion***

---

About 15 percent in this group felt that leadership on this fell short, either because diversity, equity, and inclusion goals were not accompanied by sufficient resources or because the goals themselves were insincere (“just talk”). Forty respondents in this group offered some variation on the idea that we need to step up our efforts in order to move “from talk to action.”

### Broadening Diversity, Equity, and Inclusion Awareness and Skills

Suggestions related to broadening the awareness and skills of University of Iowa stakeholders comprised 15% of the responses (301 total suggestions). On the topic of diversity, equity, and inclusion awareness and skills, nearly 73 percent of respondents in this group called for a substantial expansion of diversity, equity, and inclusion-related professional development opportunities. Almost half of these argued for mandatory participation in BUILD workshops or the equivalent, often focusing on specific groups—administrators, search committees, new hires, etc. beyond the those who voluntarily enroll.

About 10 percent of the respondents in this group asked that these workshops be more accessible in terms of when and where and how often they are offered. Many of the specific examples provided described the importance of increasing the accessibility for hospital-based

employees (i.e. trainings available for non-9-to-5 work shifts and located in or near the hospitals and clinics).

---

#### ***Suggestions for Broadening Awareness & Skills***

##### ***Expand number and access to professional development opportunities***

---

A few respondents (about 7 percent) offered suggestions for new approaches to professional development (including more “hands-on” training and less

reliance on on-line modules) or recommended programs (including training in mindfulness, empathy, and emotional intelligence) they had heard about at other institutions or in other settings.

Other respondents identified new hires (faculty and staff) and newly-admitted students as important groups for these programs.

### Unsupportive Responses

Six percent of responses to the “two actions” survey prompt (127 responses) expressed opposition to, or skepticism regarding, campus diversity, equity, and inclusion efforts. For the overwhelming majority of these respondents, campus diversity, equity, and inclusion efforts represented either an affront to assessments of individual merit or an engine of reverse discrimination (“Focus more on equality/diversity for EVERYONE, not just minority groups”).

While many responses in the “campus climate” category above made the case for a broader and more inclusive approach, similar responses in this group argued instead for exclusions—on the grounds that some were favored at the expense of others, or that some (particularly those characterized as “lifestyle choices”) were not deserving of attention at all.

## Non-Diversity, Equity, and Inclusion Responses

A small share of responses (2%) were not related to diversity, equity, and inclusion issues specifically. While hard to categorize due to their variety, some described concerns related to use of Facebook on campus computers or the relative importance of the football team, while others offered general support or ambiguous positive statements (“keep up the good work!”).

## Over-Arching Themes

In addition to the categorization of specific suggestions, four over-arching themes were identified that represent broader takeaways from the responses taken as a whole.

1. The commitment to broad campus diversity, equity, and inclusion goals among respondents is quite strong. Almost all of the substantive suggestions reflected, in some manner, the hope that the University can do more to diversify the campus and support people who are already here.
2. There is a stark contrast between the vast majority of respondents who value diversity, equity, and inclusion and support increasing efforts to achieve diversity, equity, and inclusion-related goals, and those who see diversity, equity, and inclusion as detrimental and oppose increasing diversity, equity, and inclusion-related efforts.
3. There is considerable frustration with the university’s inability to fully live up to these commitments: because resources are insufficient, because the goals are not clearly articulated, because there are not adequate accountability structures, or because working definitions of equity and inclusion are not broad enough.
4. A number of respondents underscored the importance of including students when considering strategies related to diversity, equity, and inclusion, noting that these issues are not confined to the workplace, but instead reflect our entire campus community and environment.

### *Categorization of “Two Actions” Suggestions*

<b>Faculty and Staff Diversity</b>	<b>639</b>	<b>31.5%</b>	
Hiring and recruiting: institutional goals and commitment	185	9.1%	29.0%
Hiring and recruiting: hiring process and strategies	72	3.5%	11.3%
Hiring and recruiting: diversity in institutional leadership	83	4.1%	13.0%
Retention: general work climate	96	4.7%	15.0%
Retention: mentoring and support	49	2.4%	7.7%
Retention: pay and pay equity	88	4.3%	13.8%
Retention: work-life balance (parental leave and child care)	22	1.1%	3.4%
Student recruitment and retention	44	2.2%	6.9%
<b>Diversity, Equity, and Inclusion Awareness, Knowledge and Skills</b>	<b>301</b>	<b>14.8%</b>	
Professional development and training: general commitment	100	4.9%	33.2%
Mandated PD and training (for selected audiences)	121	6.0%	40.2%
More accessible PD and training (timing, location)	31	1.5%	10.3%
New approaches to PD and training	20	1.0%	6.6%
Mentoring and new faculty/staff support and training	16	0.8%	5.3%
Student development and training	13	0.6%	4.3%
<b>Inclusiveness, Experiences and Outcomes (Campus Climate)</b>	<b>511</b>	<b>25.2%</b>	
Events, opportunities, speakers, and curriculum	178	8.8%	34.8%
Access to campus facilities (ADA compliance, language)	55	2.7%	10.8%
Openness of campus climate (intellectual, demographic, political)	107	5.3%	20.9%
Value and inclusion	129	6.4%	25.2%
Beyond campus (politics, community, outreach)	42	2.1%	8.2%
<b>Institutional Diversity, Equity, and Inclusion Commitment</b>	<b>418</b>	<b>20.6%</b>	
Accountability: Sanctions (grievance procedures, retaliation, zero tolerance)	75	3.7%	17.9%
Accountability: Rewards (P&T, evaluation, Unite or Department commitment)	34	1.7%	8.1%
Accountability: Metrics (surveys, audits)	31	1.5%	7.4%
Commitment by campus leadership	60	3.0%	14.4%
Commitment across campus units	52	2.6%	12.4%

Moving to the next level (walk the walk, less talk more action)	40	2.0%	9.6%
Support and resources for (student groups and centers, affinity groups)	54	2.7%	10.6%
Spotlight on diversity, equity, and inclusion (recognition, awards, promotion, research)	72	3.5%	14.1%
<b>Non-Diversity, Equity, and Inclusion Responses</b>	<b>33</b>	<b>1.6%</b>	
Other workplace issues (general climate, faculty governance, value and recognition)	6	0.3%	18.2%
Other academic issues (UI mission, curriculum, etc.)	15	0.7%	45.5%
Frivolous or impossible to classify responses	12	0.6%	36.4%
<b>Negative Responses</b>	<b>127</b>	<b>6.3%</b>	
Opposition to any hiring/treatment criteria other than individual merit	64	3.2%	50.4%
Discrimination of majority identity groups	32	1.6%	25.2%
Diversity, equity, and inclusion distracts from UI mission and academic goals	21	1.0%	16.5%
Objections to priorities or categories (“lifestyle” choices, too much emphasis on race)	10	0.5%	7.9%

# Section 3: Conclusion and Next Steps

## 3.1 Conclusion

---

The findings from the analysis of the 2018 University of Iowa Diversity, Equity, and Inclusion Campus Climate Survey for Faculty and Staff and Listening Sessions described in this report provide a detailed assessment of faculty and staff experiences at the University of Iowa in 2018.

While the findings highlight that many UI faculty and staff are satisfied with their employment and are having positive experiences and perceptions of campus climate, the findings also point to a number of areas where substantial numbers of people report dissatisfaction and negative experiences and perceptions of campus climate. The specific findings and broader patterns described in this report document that there are several areas where there are significant differences in faculty and staff experiences and perceptions of campus climate. In many cases, these differences in experiences map onto social identities, statuses, and characteristics.

The findings from this report also point to a stark mismatch. On the one hand, faculty and staff respondents report very high agreement regarding personally valuing diversity, equity, and inclusion; provide very high self-assessment of their diversity, equity, and inclusion-related competencies and skills; and provide high assessments of the University of Iowa's commitment and efforts related to diversity, equity, and inclusion. On the other hand, the survey responses show a consistent pattern of substantial disparities in experiences of faculty and staff at the University of Iowa, with substantial numbers of faculty and staff in some groups reporting negative experiences. This mismatch highlights the importance of increasing stakeholder awareness of these findings, and other diversity, equity, and inclusion concerns in order to build a recognition of the individual and institutional efforts that are necessary to foster a more inclusive and equitable campus environment for all faculty and staff.

The findings detailed in this report remind us of the critical work that lies ahead for the University of Iowa community. The data provide a baseline for instituting a systematic approach to improving the experiences of faculty and staff related to diversity, equity, and inclusion. To support every faculty and staff in reaching their fullest potential, the University of Iowa must make proactive efforts to create a welcoming, respectful campus community.

## 3.2 Next Steps

---

### **Assessment of Campus Climate**

The work to assess campus climate is grounded in the belief that our understanding of the problems at hand and our search for solutions must be informed by local data. This assessment of campus climate represents one step of a larger commitment to improve campus climate.

This report is one of a series of stakeholder-specific reports that details the results of the comprehensive campus-wide assessment of campus climate. This report along with companion reports detailing the experiences of graduate students, undergraduate students, professional students, postdoctoral scholars, and post-graduate trainees are being produced to inform the University of Iowa's 2019-2021 Diversity, Equity, and Inclusion Action Plan.

## **University of Iowa's Diversity, Equity, and Inclusion Action Plan**

The Diversity, Equity, and Inclusion Action Plan is rooted in core principles outlined in the University of Iowa Strategic Plan, 2016-2021, but the detailed critical tasks will grow from insights gained from the assessment of campus climate completed during in 2018 and 2019. The vision is that the Diversity, Equity, and Inclusion Action Plan, in conjunction with regularly administered climate surveys, will continue to inform our approach to instituting policies, practices, and programs that make the University of Iowa more inclusive and equitable for all members of the campus community.

The goals and aspirations of the Diversity, Equity, and Inclusion Action Plan are deeply informed by the key findings of this report, and of the accompany reports on the undergraduate and graduate student experience. It proceeds from the conviction—evident in key findings detailed above—that there is a broad campus commitment to creating and sustaining an inclusive and equitable campus climate; to recruiting and retaining a diverse community of faculty, staff and students; to integrating diversity, equity, and inclusion into every facet of the university's core academic mission; and to enhancing the accountability and effectiveness of all of these efforts.

At the same time, the Diversity, Equity, and Inclusion Action Plan proceeds from the realization—also evident in key findings detailed above— that we have much work to do. We need to expand the breadth and depth of these commitments; to assure that they are accompanied by adequate resources and clear metrics of accountability; and to integrate them more fully and completely into our institutional structure and values. Accepting the status quo is not an option. Moving forward to integrate diversity, equity, and inclusion as essential core values in our people, practices, and policies is the only path forward.

# Acknowledgements

Many committed minds, hearts, and hands have contributed to the development, collection, and analysis of the survey and listening session data detailed in this report. First and foremost, the work could not have succeeded without the participation of the individual faculty and staff who took the time to complete the survey and/or attend listening sessions. Funding for graduate research assistance and listening session refreshments was also provided by the Chief Diversity Office, Public Policy Center, and the Office of the Provost. Assistance with University of Iowa administrative data was also provided by the Office of the Provost, University Human Resources, and the Office of Assessment.

The following individuals have played key roles:

## ***Diversity, Equity, and Inclusion Climate Survey Group***

---

- Lena Hill, Chief Diversity Office
- Sarah Bruch, Sociology, Charter Committee on Diversity
- Angie Lamb, University College, Charter Committee on Diversity
- Diane Finnerty, Office of the Provost
- Rachel Maller, graduate student, data analysis team
- Hansini Munasinghe, graduate student, data analysis team
- KaLeigh White, graduate student, data analysis team

## ***Listening Session Group***

---

- Sarah Bruch, Sociology, Charter Committee on Diversity
- Diane Finnerty, Office of the Provost
- Susan Moore, Office of the Provost
- David Moser, College of Medicine
- Tanya Peeples, College of Engineering
- Candance Peters, University Human Resources
- Nadine Petty, Center for Diversity and Enrichment
- Maria Bruno, University Counseling Service
- Hansini Munasinghe, graduate student
- KaLeigh White, graduate student

## ***Charter Committee on Diversity***

---

- Sarah Bruch, co-chair, Sociology
- Angie Lamb, co-chair, University College
- Sarah Andrews, UI Libraries
- Carly Armour, Student Disability Services
- Madhuri Belkale, student
- Amy Chastain, English as a Second Language
- Marc Doobay, Family Medicine

- Jacob Gordon, student
- Maurine Neiman, Biology
- Damani Phillips, Music
- Danielle Thomas, student
- Winnie Uluocha, student
- Melissa Shivers, Division of Diversity, Equity, and inclusion (administrative liaison)
- Teri Schnelle, Office of the Vice President for Student Life (administrative liaison)
- Teresa Kulper, UI Human Resources (administrative liaison)
- Ann Ricketts, Office of the Vice President for Research (administrative liaison)
- Diane Finnerty, Office of the Provost (administrative liaison)

# Author Bios

## ***Sarah K. Bruch, Ph.D. MPA***

---

Sarah K. Bruch is an assistant professor in the Department of Sociology, director of the Social and Education Policy Research Program at the Public Policy Center, and co-chair of the Charter Committee on Diversity at the University of Iowa. Dr. Bruch's research focuses broadly on social inequality and public policy. In particular, she focuses on integrating theoretical insights from relational and social theorists into the empirical study of inequalities. She brings this approach to the study of social policy, education, race, politics, and citizenship. These interests also inform a substantial program of engaged research on equity and inclusion in education. In both a research-practice partnership with two school districts in Iowa and ongoing work with the University of Iowa, Dr. Bruch collaborates with practitioners to design, collect, and analyze data of student, faculty and staff experiences of school and campus environments; assists in the implementation and evaluation of equity-related programs and policies; and engages with stakeholders in understanding and using data to inform policy and practice decisions.

## ***KaLeigh White, MA***

---

KaLeigh White is a Ph.D. student in the Department of Sociology at the University of Iowa. She also received her M.A. in sociology from the University of Iowa. KaLeigh's research interests focus broadly on social stratification (inequality) and social policy. She is particularly interested in how United States social safety net programs may both alleviate and exacerbate inequality. She currently works as a research assistant at the University of Iowa's Public Policy Center with Dr. Sarah Bruch.

## ***Hansini Munasinghe, MA***

---

Hansini Munasinghe is a Ph.D. student in the Department of Sociology at the University of Iowa. Her research interests are in social stratification, with a focus on immigration and education. Hansini received her MA from the University of Iowa, and her BS from Iowa State University.

## ***Rachel Maller***

---

Rachel Maller is a PhD student in the Department of Sociology and a research assistant in the Social and Education Policy Research Program at the Public Policy Center. Rachel's research interests focus on education and social stratification. She previously assisted on a research-practice partnership with the Iowa City Community School District with the aim of improving the equitability of school experiences and outcomes by focusing on school climate. She aspires for a research career examining the relationship between inequality and educational experiences and outcomes and leveraging this research to improve educational policies and practices.

# Appendices

## A.1 Survey Administration, Response Rates and Representativeness

---

### Survey Administration

The University of Iowa Faculty and Staff Diversity, Equity, and Inclusion Campus Climate Survey was administered via an anonymous online link to a Qualtrics survey. The survey was anonymously administered to encourage participation. The link was distributed via email from different campus leaders including the President, Provost, and Chief Diversity Officer, along with messages describing the content and goal of the survey and encouraging participation.<sup>1</sup> The anonymous link was also distributed via postcards to groups of faculty and staff at meetings and gatherings throughout January and February 2018. Participation was incentivized using a random drawing for one of 100 \$50 cash gift cards.<sup>2</sup>

### Survey Response Rate

Upon closing of the survey on March 1, 2018, there were 5,042 respondents. However, of these 5,042 responses, 392 did not complete any portion of the survey or only completed the first questions regarding their appointment type before exiting the survey.

In order to clearly identify faculty and staff appointment types and rank, 19 respondents who did not report being faculty or staff were dropped from the sample. An additional 170 respondents who identified themselves emeritus, adjuncts, post-doctoral fellows, visiting scholars, residents, hourly or house staff, or student employees were also dropped from the sample.<sup>3</sup>

The final survey sample is 4,461, which represents a response rate of 21.9%.<sup>4</sup> See Table A1 for a breakdown of the response rate separately for faculty and staff. Approximately one-third of faculty completed the survey (response rate of 33.3%), while approximately one-fifth of staff completed the survey (response rate of 21.4%). Among faculty, the highest response rates were for instructional-track and tenure-track faculty. Fully 51% of instructional-track and 35% of tenure-track faculty responded to the survey. Among staff, P&S staff had the highest response rate (33%). The response rates for SEIU and Merit staff were much lower (3% and 15% respectively).

---

<sup>1</sup> The mass emails were sent through ITS and were sent to all faculty including regular, temporary, and complimentary appointments for the following: tenure track, clinical track, research track, lecturers, assistants and associates in instruction, visiting, adjunct, clinical adjunct, emeritus and post doc fellows, scholars and residents. For staff, the emails were sent to all professional and scientific, SEIU and Merit (bargaining and non-bargaining) staff including regular, temporary, and complimentary appointments. Retired, residents, and post docs, as well as other student employment appointment types, were dropped from the analysis sample (see below for more info).

<sup>2</sup> The drawing for the cash card incentives was administered through a link to a separate survey not connected to the DEI survey responses. The incentive survey was opened by 3,848 respondents, however, only 2,865 provided an email address. A random number generator function was used in Stata to randomly select 100 of the email addresses. Winners were notified via email, and cash cards were distributed from March 12-31.

<sup>3</sup> Adjuncts were excluded from the sample due to the inability to identify adjunct status in a consistent way, or to determine paid from unpaid adjuncts. In the next administration of this survey, it is recommended that “adjunct” be added as a faculty category so that the experiences of this group can be examined in detail. Post-doctoral fellows and residents will be included in the sample for the professional student survey.

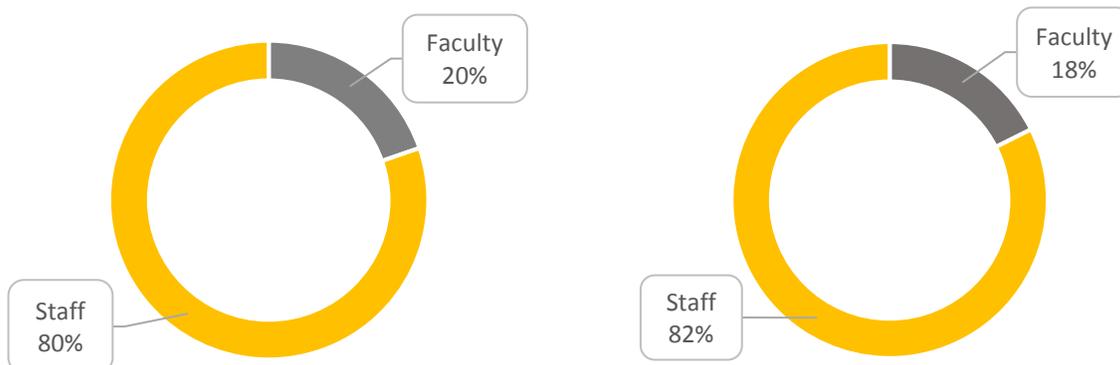
<sup>4</sup> University of Iowa faculty and staff population counts were obtained in March 2018 and updated in December 2018 in coordination with Deborah Tiemens, Joan Troester, and Diane Finnerty.

**Table A1. Response Rates by Faculty and Staff Types**

	Faculty Sample	Faculty Population	Staff Sample	Staff Population	Response Rate
<b>Appointment Type</b>					
Faculty	879	2,637			33.3%
Staff			3,582	16,752	21.4%
Overall					21.9%
<b>Faculty Track</b>					
Tenure	530	1,516			35.0%
Clinical	199	847			23.5%
Research	13	40			32.5%
Instructional	112	218			51.4%
Other	10	-			-
Missing/Not reported	15	-			-
<b>Faculty Rank/Class</b>					
Lecturer	106				
Assistant Professor	200				
Associate Professor	221				
Professor	326				
Other	18				
Missing/Not reported	8				
<b>Staff Classification</b>					
P&S			2,675	8,126	32.9%
Merit/Merit Exempt			740	4,829	15.3%
SEIU			130	3,797	3.4%
Other			26	-	-
Missing/Not reported			11	-	-

Staff comprised 80% of the diversity, equity, and inclusion survey sample, while faculty made up 20%. In comparison, staff comprise 82% of the faculty and staff employee population at the University of Iowa, and faculty comprise 18% (see Figure A1).

**Figure A1. Diversity, Equity, and Inclusion Survey Sample (Left) Compared to UI Population of Faculty and Staff (Right)**



Among the faculty survey respondents, 60% report being tenure track, 23% clinical track, and 13% instructional track (see Figure 2). In terms of faculty rank/classification, more than one-third report being full professors (37%), one-quarter reporting being an associate professor, 23% report being an assistant professor, and 12% reporting being a lecturer. This survey sample has a higher proportion of tenure-track faculty and full professors than comprise the population of employed faculty at the University of Iowa.

**Figure A2. Diversity, Equity, and Inclusion Survey Faculty Sample Appointment Track (Left) and Classification (Right)**

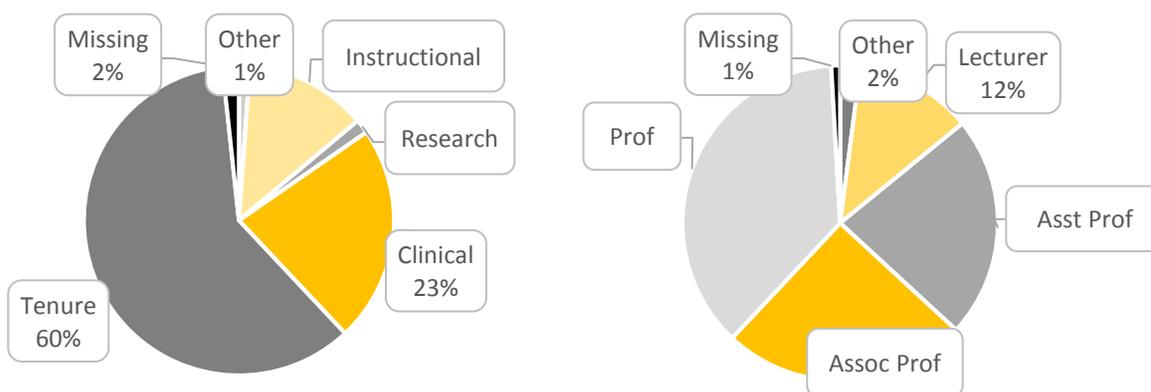


Table A2 displays the faculty sample appointment track and classification. Among tenure-track faculty, 52% are full professors, 28% are associate, and 19% are assistant professors. Among clinical-track faculty, approximately 43% are assistant professors, 30% are associate, and 23% are full professors. The vast majority of instructional-track faculty (86%) are lecturers, and the vast majority of research-track faculty are assistant professors (62%).

**Table A2. Diversity, Equity, and Inclusion Survey Faculty Sample Appointment Track and Classification**

Track	Assistant	Associate	Professor	Lecturer	Other or Missing	Total
Tenure	19.3% N=102	28.1% N=149	52.1% N=276	0% N=0	0.6% N=3	100% N=530
Clinical	42.7% N=85	29.7% N=59	23.1% N=46	1.5% N=3	3.0% N=6	100% N=199
Instructional	3.6% N=4	7.1% N=8	0% N=0	85.7% N=96	3.6% N=4	100% N=112
Research	61.5% N=8	15.4% N=2	0% N=0	0% N=0	23.1% N=3	100% N=13
Other	0% N=0	20.0% N=2	20.0% N=2	40.0% N=4	20.0% N=2	100% N=10
Total	22.8% N=200	25.1% N=221	37.1% N=326	12.1% N=106	3.1% N=26	100% N=879

Among staff respondents, three-quarters report having P&S appointments, 21% merit or merit exempt appointments, and 3% SEIU appointments (see Figure A3). This survey sample has a higher proportion of P&S staff than comprise the population of staff employees at the University of Iowa.

## Survey Response Rates by Work Location

Survey respondents were asked at the end of the survey to identify their work locations. The official UI work organizations/accounting categories were used as the work location options. Respondents were able to select multiple work locations. Respondents who selected multiple work locations are counted in each of the work locations they selected. Table A3 displays the final response rates by work location.

Allowing respondents to select their own work locations leads to some mismatch between the locations that respondents provided and the University of Iowa administrative data of counts of employees per work location. For example, in some work locations there are no faculty with primary appointments in the administrative data, but faculty respondents listed that as their work location. In the case of faculty administrators, it appears that many selected their administrative location (i.e. Provost) as opposed to the college home of their faculty appointment. There are also a few instances where many more respondents indicated a work location than the administrative data suggests have primary appointments there resulting in a response rate more than 100% (i.e. VP General Counsel, UIHC Affiliates, and Oakdale).

The reliance on self-reported work locations is a result of having an anonymous survey that was not attached in any way to respondents' administrative records. The reported response rates by work location are estimates. Any use of them should take into account the inconsistency issue between the self-reported work locations and the UI administrative data of counts of employees per work location.

**Table A3. Response Rates by Work Location/ORG**

Work Location	Response Rate
<b>Less than 20% Response Rate</b>	
VP Medical Affairs	11%
University Hospitals	12%
Carver College of Medicine	15%
VP Finance and Operations	18%
<b>20%-40% Response Rate</b>	
VP Strategic Communication	25%
Division of Student Life	27%
VP Research	29%
Iowa River Landing	31%
College of Engineering	35%
College Liberal Arts and Sciences	39%
Information Technology Service	40%
<b>Greater than 40% Response Rate</b>	
College of Dentistry	42%
Child Health Specialty Clinics	46%
Office of the Provost	48%
College of Public Health	48%
Athletics	52%
College of Law	55%
Tippie College of Business	61%
College of Nursing	62%
Psychiatric Hospital	64%
Libraries	67%
Continuing Education	70%
College of Education	70%
College of Pharmacy	73%

Office of the President	76%
Center for Disabilities and Dev	83%
Inst Clinical and Translational	85%
Human Resources	93%

**Greater than 100% Response Rate**

Graduate College	*
University Hygienic Lab	*
VP General Counsel	*
UIHC Affiliates	*
Oakdale Campus	*
University College	*
University Related Organizations	*

\*Work locations are self-reported at the end of the survey and respondents could select multiple work locations. This self-reported information does not always correspond to UI administrative records of counts of employees with primary appointments in each work location. For several work locations, there were more respondents who selected a work location than there are employees with primary appointments in that location leading to a response rate of more than 100%.

## Representativeness of Survey Sample Compared to Population of Staff and Faculty

Table A4 compares the sample of survey respondents to the population of faculty and staff at the University of Iowa. The comparisons between the survey sample and the population of faculty and staff are rough estimates since the demographic response category options in the survey differ from the demographic category definitions used in the administrative data.

Survey respondents could also choose not to provide demographic information, and between 14% to 25% of respondents did not provide information selected demographic characteristics (see below for more information about missing information for each demographic characteristic).

### **Race/Ethnicity**

In terms of race and ethnicity, the survey sample for faculty and staff are relatively similar to the population of faculty and staff, with a few exceptions. There is a lower percentage of Asian faculty and staff respondents (4% and 3% respectively) compared to the faculty and staff population (14% and 4% respectively). There is also a lower percentage of white respondents. However, 23% of faculty respondents and 18% of staff respondents did not provide information about their racial identification. Among the survey respondents who provided this information, 90% identify as white (86% among faculty respondents and 91% among staff respondents).

### **Sex**

The comparison of the survey sample to the UI population of faculty and staff in terms of sex shows that there are smaller percentages of male respondents in both the faculty and staff samples compared to their population size in the administrative data.<sup>5</sup> However, 20% of faculty respondents and 15% of staff respondents did not provide this information. Among the survey respondents who provided this information, 64% are female (51% among faculty respondents and 67% among staff respondents).

### **Citizenship Status**

In terms of citizenship status, both the staff and faculty survey samples have a lower percentage of respondents indicate being U.S. citizens compared to the administrative data, however 15% of staff and 18% of faculty respondents did not provide responses to these questions.<sup>6</sup> Among the survey respondents who provided this information, 91% of faculty and 97% of staff respondents indicate being U.S. citizens.

### **Physical, Learning, or Psychological Disability**

Much larger percentages of faculty and staff respondents indicated having a physical, learning, or psychological disability (6% of faculty respondents and 10% of staff respondents). However this information is unreported for more than 50% of faculty and staff in the administrative data.

### **Disciplines/Fields**

Faculty respondents were asked to select the disciplines or fields in which they work.

---

<sup>5</sup> Administrative data is based on sex, survey data is based on question asking sex assigned at birth.

<sup>6</sup> Administrative data is based on birthplace, survey data is based on question asking about citizenship status.

The following colleges are included under Medicine and Health Sciences: Public Health, Medicine, Dentistry, Pharmacy and Nursing.

The following colleges are included under Natural and Mathematical Sciences: Engineering and CLAS (Biology, Chemistry, Computer Science, Health and Human Physiology, Earth and Environmental Sciences, Mathematics, Physics and Astronomy, Psychological and Brain Sciences, Communication Sciences and Disorders, Statistics and Actuarial Science).

The following colleges are included under Social and Behavioral Sciences: Law, Education, Business, Graduate College and CLAS (Anthropology, Geographical and Sustainability Sciences, History, Journalism and Mass Communication, Linguistics, Political Science, Social Work, Sociology, Gender, Women's and Sexuality Studies, Interdepartmental Programs).

The following colleges are included under Arts and Humanities: CLAS (American Studies, Art and Art History, Asian and Slavic Languages and Literatures, Classics, Communication Studies, Cinematic Arts, Creative Writing, Dance, English, ESL, French and Italian, German, Music, Philosophy, Religious Studies, Rhetoric, Spanish and Portuguese, Theatre Arts).

Administration includes positions such as the President and Vice Presidents, Deans, Associate and Assistant Deans, Provost and Associate Provosts, and faculty with a primary administrative appointment.

Natural and mathematical sciences and medicine/health sciences both have lower representation in the survey sample compared to the percentage of faculty in those fields at the University of Iowa overall, however, 25% of faculty respondents did not provide this information.

**Table A4. University of Iowa Faculty Population Compared to Diversity, Equity, and Inclusion Survey Faculty Sample**

Demographic Characteristic	Faculty Sample	Faculty Population	Staff Sample	Staff Population
<b>Ethnicity</b>				
Hispanic/Latino	4.9%	4.7%	2.8%	3.2%
Not Hispanic/Latino	70.8%	87.5%	78.9%	80.8%
Missing/Not reported	24.4%	7.8%	18.3%	16.0%
<b>Race</b>				
White or Caucasian	62.7%	76.8%	74.2%	82.9%
Asian	4.1%	13.7%	2.6%	4.3%
American Indian or Alaska Native	0.3%	0.2%	0.5%	0.3%
Black or African American	2.2%	2.0%	1.8%	3.1%
Native Hawaiian or other PI	<0.1%	<0.01%	<0.01%	0.1%
Other	1.0%	-	0.5%	-
Multiracial	2.1%	1.3%	2.2%	1.0%
Missing/Not reported	22.8%	5.9%	18.3%	8.4%
<b>Sex Assigned at Birth†</b>				
Male	35.7%	58.9%	25.4%	31.5%
Female	40.4%	41.1%	57.1%	68.5%
Intersex	0.0%	-	0.1%	-
Decline to state	3.8%	-	2.2%	-
Missing/Not reported	20.1%	-	15.2%	-
<b>Citizenship Status†</b>				
U.S. Citizen	74.0%	82.6%	82.6%	95.6%
Permanent Res/Naturalized Citizen	5.6%	14.7%	1.9%	3.4%
Non-resident Alien	2.2%	2.7%	1.0%	1.0%

Missing/Not Reported	18.3%	0.00%	14.5%	0.01%
<b>Physical, Learning, or Psychological Disability</b>				
Yes	6.0%	0.5%	10.2%	0.7%
No	74.9%	54.2%	75.7%	42.1%
Missing/Not Reported	19.1%	45.3%	14.1%	57.2%
<b>Disciplines/Fields</b>				
Social and behavioral sciences	13.5%	13.4%	-	-
Natural and mathematical sciences	8.2%	14.5%	-	-
Arts and humanities	14.7%	13.4%	-	-
Medicine/health sciences	35.2%	55.9%	-	-
Administration	3.9%	3.0%	-	-
Missing	24.6%	-	-	-
<b>Total Number</b>	<b>879</b>	<b>2,637</b>	<b>3,582</b>	<b>16,752</b>

† Administrative data is based on sex, survey data is based on question asking sex assigned at birth. Administrative data is based on birthplace, survey data is based on question asking about citizenship status.

**Table A5. University of Iowa Faculty and Staff Diversity, Equity, and Inclusion Campus Climate Survey Items and Sources**

Survey Item	Source
<b>Enhancing the Diversity of the Campus Community</b>	
<b>Recruitment and Retention Efforts</b>	
My college/unit makes genuine efforts to recruit and retain female faculty/staff.	2013 Harvard faculty climate survey
My college/unit makes genuine efforts to recruit underrepresented U.S. racial/ethnic minority faculty/staff.	2013 Harvard faculty climate survey
<b>Employment Practices</b>	
I have observed employment practices at the UI that I perceive are unfair and get in the way of diversifying the faculty, staff, and administration. <sup>1</sup>	2013 UC System Faculty, Staff, and Student Climate Survey
If yes, the employment practices have included: hiring bias, lack of effort in diversifying an applicant pool, preference given to internal candidates, unfair performance reviews, unfair disciplinary action up to and including dismissal, unfair rewards and recognitions, inequitable distribution of workload, or other. <sup>1</sup>	2013 UC System Faculty, Staff, and Student Climate Survey
<b>Satisfaction with Employment</b>	
Overall, how satisfied are you with being a faculty/staff member at the University of Iowa?	2013 Harvard faculty climate survey
If you could decide all over again, would you decide to be a faculty/staff member at the University of Iowa?	2013 Harvard faculty climate survey
Would you encourage someone who shares your social identities (e.g., race, gender, sexual identity) to accept a faculty/staff position at the University of Iowa? <sup>1</sup>	2013 Harvard faculty climate survey
In the past 12 months, I have seriously considered leaving the university.	2013 UC System Faculty, Staff, and Student Climate Survey
If yes, I have considered leaving due to: salary/better compensation, seeking more desirable geographic location, personal/family reasons, campus climate/culture, departmental climate/culture, lack of professional support, unresolved conflict with colleagues/co-workers, career advancement opportunity, recruitment by a different institution/employer, or other. <sup>1</sup>	2013 UC System Faculty, Staff, and Student Climate Survey

## Opportunity to Interact with Diverse Others

During the past 12 months at UI, how often have you interacted with people whose religious beliefs are different than your own.	2016 Michigan Faculty, Staff, and Student Surveys
During the past 12 months at UI, how often have you interacted with people whose political opinions are different than your own.	2016 Michigan Faculty, Staff, and Student Surveys
During the past 12 months at UI, how often have you interacted with people whose immigrant status is different than your own.	2016 Michigan Faculty, Staff, and Student Surveys
During the past 12 months at UI, how often have you interacted with people who are of a different nationality.	2016 Michigan Faculty, Staff, and Student Surveys
During the past 12 months at UI, how often have you interacted with people who are of a different race or ethnicity.	2016 Michigan Faculty, Staff, and Student Surveys
During the past 12 months at UI, how often have you interacted with people whose gender is different than your own.	2016 Michigan Faculty, Staff, and Student Surveys
During the past 12 months at UI, how often have you interacted with people whose sexual identity/orientation is different than your own.	2016 Michigan Faculty, Staff, and Student Surveys
During the past 12 months at UI, how often have you interacted with people who are from a different social class.	2016 Michigan Faculty, Staff, and Student Surveys
During the past 12 months at UI, how often have you interacted with people who have physical or other observable disabilities.	2016 Michigan Faculty, Staff, and Student Surveys
During the past 12 months at UI, how often have you interacted with people who have learning, psychological, or other disabilities that are not readily apparent.	2016 Michigan Faculty, Staff, and Student Surveys

## Broadening Diversity, Equity and Inclusion Awareness and Skills

### Training and Professional Development

In the past 12 months, I have participated in diversity-related professional development opportunities offered on campus.	UI-developed item
If yes: Participation in this opportunity increased my effectiveness in promoting diversity, equity and inclusion.	UI-developed item

## Personal Beliefs and Perceptions

Achieving diversity, equity and inclusion at the UI is personally important to me.	UI-developed item
There is too much emphasis put on issues of diversity, equity, and inclusion at the University.	2016 Michigan Faculty, Staff, and Student Surveys
Attention to diversity, equity and inclusion distracts us from achieving our academic mission.	UI-developed item

## Competency/Skills

I feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (e.g., classes, meetings, informal interactions with colleagues).	UI-developed item
If asked, I could comfortably define the terms, “diversity, equity, and inclusion.”	UI-developed item
I can articulate why diversity, equity and inclusion are important to the University and its mission.	UI College of Public Health Climate Survey
I am skilled at identifying and interrupting unconscious bias in my work environments.	UI-developed item

## Strengthening an Inclusive and Equitable Campus Environment

### Perceptions of Value

I feel valued as an individual at the University of Iowa.	Undergraduate SERU & 2016 Michigan Faculty, Staff, and Student Surveys
My colleagues value my research. [Faculty Only]	2013 Harvard faculty climate survey

### Experiences with Discrimination

Over the past 12 months, how often have you experienced obvious/blatant or subtle discrimination at the University of Iowa because of your: 1

Ability or disability status	2016 Michigan Faculty, Staff, and Student Surveys
Age	2016 Michigan Faculty, Staff, and Student Surveys
Gender identity or gender expression	2016 Michigan Faculty, Staff, and Student Surveys

Immigrant or international status or national origin	2016 Michigan Faculty, Staff, and Student Surveys
Political opinions, beliefs, or ideology	2016 Michigan Faculty, Staff, and Student Surveys
Racial or ethnic identity	2016 Michigan Faculty, Staff, and Student Surveys
Religion	2016 Michigan Faculty, Staff, and Student Surveys
Sexual orientation or identity	2016 Michigan Faculty, Staff, and Student Surveys
Socioeconomic status or social class	2016 Michigan Faculty, Staff, and Student Surveys
Other	2016 Michigan Faculty, Staff, and Student Surveys

#### Experiences of Work Environment

My department has a collegial environment. 1 [Faculty Only]	Harvard faculty climate survey
My department /unit has a respectful work environment. [Staff Only]	UI-developed item
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or promotion. [Faculty Only]	2013 UC System Faculty, Staff, and Student Climate Survey
I have a voice in the decision-making process that affects the direction of my department/unit.	2016 Michigan Faculty and Staff Surveys
I am able to perform up to my full potential at the University.	2016 Michigan Faculty, Staff, and Student Surveys

#### Comparisons to Co-Workers

In comparison to my colleagues/co-workers,

I have to work harder to be respected as a scholar. [Faculty Only]	UI-developed item
I have to work harder to be respected as a professional. [Staff Only]	UI-developed item
I have to work harder to achieve the same recognition.	2013 UC System Faculty, Staff, and Student Climate Survey

I have to work harder to have my ideas heard.	UI-developed item
I have to work harder to support underrepresented minority students, staff and faculty.	UI-developed item
I have to work harder to gain access to informal social networks.	UI-developed item
I have to work harder to create community with people who share my social identities. (e.g., race, gender)	UI-developed item
I have to work harder to access mentoring.	UI-developed item
I have to work harder to be nominated for awards and honors.	UI-developed item

### Climate Perceptions

In the past 12 months, how satisfied have you been with the overall campus climate/environment that you have experienced at the University of Iowa?	2016 Michigan Faculty, Staff, and Student Surveys
The University provides an environment for the free and open expression of ideas, opinions, and beliefs.	2018 SERU surveys
How would you rate the overall climate at the University of Iowa for faculty, staff and students who are: individuals with disabilities	UC System Faculty, Staff, and Student Climate Survey (scale change to be friendly to hostile)
How would you rate the overall climate at the University of Iowa for faculty, staff and students who are: lesbian, gay, bisexual, transgender, or queer (LGBTQ) individuals	UC System Faculty, Staff, and Student Climate Survey (scale change to be friendly to hostile)
How would you rate the overall climate at the University of Iowa for faculty, staff and students who are: underrepresented U.S. racial/ethnic minority (URM)	UC System Faculty, Staff, and Student Climate Survey (scale change to be friendly to hostile)
How would you rate the overall climate at the University of Iowa for faculty, staff and students who are: immigrants or noncitizens	UC System Faculty, Staff, and Student Climate Survey (scale change to be friendly to hostile)
How would you rate the overall climate at the University of Iowa for faculty, staff and students who are: women	UC System Faculty, Staff, and Student Climate Survey (scale change to be friendly to hostile)

How would you rate the overall climate at the University of Iowa for faculty, staff and students who are: men	UC System Faculty, Staff, and Student Climate Survey (scale change to be friendly to hostile)
How would you rate the overall climate at the University of Iowa for faculty, staff and students who are: politically liberal	UC System Faculty, Staff, and Student Climate Survey (scale change to be friendly to hostile)
How would you rate the overall climate at the University of Iowa for faculty, staff and students who are: politically conservative	UC System Faculty, Staff, and Student Climate Survey (scale change to be friendly to hostile)
How would you rate the overall climate at the University of Iowa for faculty, staff and students who are: veterans	UC System Faculty, Staff, and Student Climate Survey (scale change to be friendly to hostile)

**Increasing Institutional Commitment to Diversity, Equity and Inclusion**

**Perception of Commitment to Diversity, Equity, and Inclusion**

The University has a strong commitment to diversity, equity, and inclusion.	2016 Michigan Faculty and Staff Surveys
---	---

**Implementation and Promotion of Diversity, Equity, and Inclusion**

Diversity, equity and inclusion are implemented and effectively promoted by: UI central administration	UI-developed item
Diversity, equity and inclusion are implemented and effectively promoted by: college/unit leadership	UI-developed item
Diversity, equity and inclusion are implemented and effectively promoted by: departmental leadership	UI-developed item

**Value of Diversity-Related Contributions**

My diversity-related contributions have been/will be valued for promotion or tenure in the area of research. [Faculty Only]	UC System Faculty, Staff, and Student Climate Survey
My diversity-related contributions have been/will be valued for promotion or tenure in the area of service. [Faculty Only]	UC System Faculty, Staff, and Student Climate Survey
My diversity-related contributions have been/will be valued for promotion or tenure in the area of teaching. [Faculty Only]	UC System Faculty, Staff, and Student Climate Survey

## UI Initiatives

The following are initiatives/programs that the UI is either currently engaged in or is considering to promote diversity and create an inclusive and equitable campus environment. To what extent do you agree that these are positively influencing the campus climate?

Efforts to increase the diversity of the UI faculty, staff, students, and/or administration	UC System Faculty, Staff, and Student Climate Survey (inserted UI-specific initiatives)
Mentoring programs for new faculty and staff (e.g., National Center for Faculty Development and Diversity resources)	UC System Faculty, Staff, and Student Climate Survey (inserted UI-specific initiatives)
Diversity, equity and inclusion training and professional development programs for faculty and staff (e.g., BUILD, University Lecture Committee speaker)	UC System Faculty, Staff, and Student Climate Survey (inserted UI-specific initiatives)
Unconscious bias training and related resources for search committees	UC System Faculty, Staff, and Student Climate Survey (inserted UI-specific initiatives)
Efforts to increase the diversity of invited campus speakers, lectures, performances	UC System Faculty, Staff, and Student Climate Survey (inserted UI-specific initiatives)
Supporting UI faculty/staff constituency councils (e.g., UI Latino Council, African American Council, LGBTQ Association)	UC System Faculty, Staff, and Student Climate Survey (inserted UI-specific initiatives)
Efforts to create a welcoming community in Iowa City/Coralville	UC System Faculty, Staff, and Student Climate Survey (inserted UI-specific initiatives)

1 Indicates wording difference between survey item from source and UI version of survey item.

**Table A6. Survey Items Matched across University of Iowa Faculty and Staff Diversity, Equity, and Inclusion Campus Climate Survey and Undergraduate and Graduate Versions of the Student Experiences of Research Universities (SERU) Survey**

### Enhancing the Diversity of the Campus Community

## Opportunity to Interact with Diverse Others

During the past 12 months at UI, how often have you interacted with people whose religious beliefs are different than your own.

During the past 12 months at UI, how often have you interacted with people whose political opinions are different than your own.

During the past 12 months at UI, how often have you interacted with people whose immigrant status is different than your own.

During the past 12 months at UI, how often have you interacted with people who are of a different nationality.

During the past 12 months at UI, how often have you interacted with people who are of a different race or ethnicity.

During the past 12 months at UI, how often have you interacted with people whose gender is different than your own.

During the past 12 months at UI, how often have you interacted with people whose sexual identity/orientation is different than your own.

During the past 12 months at UI, how often have you interacted with people who are from a different social class.

During the past 12 months at UI, how often have you interacted with people who have physical or other observable disabilities.

During the past 12 months at UI, how often have you interacted with people who have learning, psychological, or other disabilities that are not readily apparent.

## Broadening Diversity, Equity and Inclusion Awareness and Skills

### Personal Beliefs and Perceptions

Achieving diversity, equity and inclusion at the UI is personally important to me.

There is too much emphasis put on issues of diversity, equity, and inclusion at the University.

Attention to diversity, equity and inclusion distracts us from achieving our academic mission.

### Competency/Skills

I feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (e.g., classes, meetings, informal interactions with colleagues).

If asked, I could comfortably define the terms, “diversity, equity, and inclusion.”

### Experiences with Discrimination

Over the past 12 months, how often have you experienced obvious/blatant or subtle discrimination at the University of Iowa because of your:

Ability or disability status  
Age  
Gender identity or gender expression  
Immigrant or international status or national origin  
Political opinions, beliefs, or ideology  
Racial or ethnic identity  
Religion  
Sexual orientation or identity  
Socioeconomic status or social class  
Other

#### Climate Perceptions

In the past 12 months, how satisfied have you been with the overall campus climate/environment that you have experienced at the University of Iowa?

The University provides an environment for the free and open expression of ideas, opinions, and beliefs.

How would you rate the overall climate at the University of Iowa for faculty, staff and students who are: individuals with disabilities

How would you rate the overall climate at the University of Iowa for faculty, staff and students who are: lesbian, gay, bisexual, transgender, or queer (LGBTQ) individuals

How would you rate the overall climate at the University of Iowa for faculty, staff and students who are: underrepresented U.S. racial/ethnic minority (URM)

How would you rate the overall climate at the University of Iowa for faculty, staff and students who are: immigrants or noncitizens

How would you rate the overall climate at the University of Iowa for faculty, staff and students who are: women

How would you rate the overall climate at the University of Iowa for faculty, staff and students who are: men

How would you rate the overall climate at the University of Iowa for faculty, staff and students who are: politically liberal

How would you rate the overall climate at the University of Iowa for faculty, staff and students who are: politically conservative

How would you rate the overall climate at the University of Iowa for faculty, staff and students who are: veterans

#### Increasing Institutional Commitment to Diversity, Equity and Inclusion

##### Perception of Commitment to Diversity, Equity, and Inclusion

The University has a strong commitment to diversity, equity, and inclusion.

## A.2 Strategic Listening Sessions Interest and Participation

---

In addition to collecting data from faculty and staff through the University of Iowa Faculty and Staff Diversity, Equity, and Inclusion Campus Climate Survey, data were obtained from a series of listening sessions (focus groups).

Faculty and staff were invited to participate in the Strategic Listening Sessions in several ways. The emails sent to faculty and staff inviting them to participate in the diversity, equity, and inclusion survey also included an invitation to participate in the listening sessions. Respondents of the survey were also provided an opportunity to indicate their interest in participating in these sessions immediately following the completion of the survey. Postcards were also distributed across campus through presentations at supervisor meetings, department meetings, and other gatherings of faculty and staff.

In total, 210 people indicated interest in participating in the strategic listening sessions and 119 people registered to participate in one of the sessions. In total 8 sessions were held, and 80 people participated in the sessions in April 2018. Those who expressed interest in participating, but were unable to attend a session were given the option of providing input via a short online survey with the 6 main questions asked of listening session participants. In total, 6 people provided feedback using the survey.

**80**  
**faculty and**  
**staff**  
**participated**

These sessions were structured around organizational, work location, or affinity groups including unique sessions for: faculty from the east side of campus, faculty from the west side of campus; two meetings (to accommodate schedules) for staff on the east side, and one for staff on the west side; one meeting for DEOs and one for staff supervisors; one meeting for under-represented racial minority (URM) staff and one for URM faculty. Participants were asked to identify which sessions they preferred to attend, and these preferences were used to assign each participant to specific sessions. Each session was co-facilitated by a representative from the Charter Committee on Diversity and a representative of the given constituency of the group.

At each meeting, participants were invited to introduce themselves and to share their interest in diversity, equity, and inclusion and their reason for participating. After outlining the plan for the day and offering working definitions of diversity, equity, and inclusion, meeting facilitators led a guided discussion organized around four broad topics:

- Enhancing the diversity of the campus community
- Broadening diversity, equity and inclusion awareness and skills
- Strengthening an inclusive and equitable campus environment
- Increasing institutional commitment to diversity, equity and inclusion

Each topic was described generally and illustrated with selected examples of current UI initiatives and practices. Key findings from the 2018 University of Iowa Diversity, Equity, and Inclusion Campus Climate Survey for Faculty and Staff related to each topic were presented to provide context for the participants. Participants brainstormed ideas and suggestions in small

groups and engaged in full group discussions of the suggestions provided from each small group.

At each session, the ideas and suggestions of participants were captured by a designated notetaker. At the conclusion of each session, participants were given the opportunity to offer written reflections in response to the prompts: “What is the main takeaway that we really need to know about diversity, equity, and inclusion on campus?” and “What would be your main recommendation if you had only one?” Of the 80 participants, 66 offered written comments.

Participants offered a similar combination of observations and suggestions for both prompts, some answered one and not the other, and some offered multiple suggestions. For these reasons, in the analysis each suggestion is treated as a discrete response. This yielded 158 suggestions in all. Each response was categorized by topic. Some responses were categorized into more than one topic due to the nature of the comment. For example, the response “we need to increase retention and actual inclusion through bystander training and adding rigor to reporting and corrective action for complaints” was coded as “Enhancing the Diversity of the Campus Community,” “Broadening Diversity, Equity, and Inclusion Awareness and Skills,” and “Increasing Institutional Commitment to Diversity, Equity, and Inclusion”). The distribution and prevalence of the categorized responses is summarized in Table A7.

**Table A7. Categorization of End-of-Session Suggestions of Strategic Listening Session Participants**

	Enhancing Diversity	Broadening DEI Awareness & Skills	Campus Climate	Increasing Institutional Commitment		
				Resources	Accountability	Communication
All (N=158)	9%	14%	30%	17%	19%	11%
Staff (N=83)	7%	15%	29%	16%	22%	12%
Supervisors (N=27)	13%	13%	36%	21%	13%	5%
Faculty (N=38)	13%	13%	27%	15%	18%	15%
East (N=54)	8%	16%	32%	16%	19%	9%
West (N=33)	13%	11%	28%	4%	26%	19%
URM (N=34)	6%	14%	25%	24%	19%	11%

Summary of responses to the “main takeaway” and “main recommendation” prompts given participants at the end of each sessions. Percentages indicate a share of responses, not participants, as many raised more than one issue in their responses to one or both prompts. Participant categories are not exclusive (the staff, faculty, supervisor and URM categories include those from both sides of the river; the east and west categories include all employees). Respondents to the online survey are included in the “all” category but not in any of the subgroups.

The suggestions provided by listening session respondents provide insight into how faculty and staff experience the University of Iowa campus, and provide a wealth of insightful suggestions for how to enhance diversity, equity, and inclusion efforts at the University of Iowa.

The full analysis of the listening session data is provided at the end of each section of the report.

2.1 Enhancing the Diversity of the Campus Community

2.2 Broadening Diversity, Equity and Inclusion Awareness and Skills

2.3 Strengthening an Inclusive and Equitable Campus Environment

2.4 Increasing Institutional Commitment to Diversity, Equity and Inclusion

### A.3 Sample Demographics

---

The 2018 University of Iowa Faculty and Staff Diversity, Equity, and Inclusion Campus Climate Survey asked respondents to report demographic information about themselves. These questions were asked at the conclusion of the survey and were preceded by a statement noting that answering the demographic questions were optional.<sup>7</sup>

This appendix provides an overview of the distribution of demographic characteristics of survey respondents, and describes the demographic categories used in the campus climate analysis that found in Section 2.

---

<sup>7</sup> The text was “Optional questions: The following information will be used to look for university-wide themes. To protect anonymity, all responses will be reported in aggregate. Please complete, all, some or none of the following questions.”

## Racial and Ethnic Identity

The survey included two questions asking about respondents' racial and ethnic identity. The questions and survey response categories for these two items correspond to the U.S. Census Bureau racial and ethnic identity questions and categories. The responses provided to the two racial and ethnic identity questions were combined to create mutually exclusive race/ethnicity categories for analysis. The analysis category "Under-Represented Minority (URM)" combines American Indian or Alaska Native, Black or African American, Native Hawaiian or other Pacific Islander, and Hispanic or Latino/a.<sup>8</sup>

### Ethnicity

- Hispanic or Latino/a
- Not Hispanic or Latino/a

### Race (select all that apply)

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White or Caucasian
- Other, please specify \_\_\_\_\_

**Table A8. Race/Ethnicity Survey Response Categories and Categories for Analysis**

Response Categories		Analysis Categories		
	Total		Staff	Faculty
Hispanic or Latino/a	3.2% (N=143)	Under-Represented Minority (URM)	4.9% (N=176)	7.4% (N=65)
Not Hispanic or Latino/a	77.3% (N=3,447)		-	-
Missing	19.5% (N=871)		-	-
White or Caucasian	72.5% (N=3,234)	White or Caucasian	72.9% (N=2,612)	62.7% (N=551)
Asian	2.9% (N=129)	Asian	2.6% (N=92)	4.1% (N=36)
American Indian or Alaska Native	0.5% (N=20)			
Black or African American	1.8% (N=82)	Under-Represented Minority (URM)	54.9% (N=176)	7.4% (N=65)

<sup>8</sup> Those who identified as Hispanic or Latino/a were categorized as such regardless of their racial identity.

Native Hawaiian or other Pacific Islander	<0.1% (N=2)			
Other <sup>9</sup>	0.6% (N=26)	Other	0.3% (N=11)	1.1% (N=9)
		Multiracial <sup>10</sup>	1.8% (N=66)	2.1% (N=18)
Missing	19.4% (N=867)	Missing	17.5% (N=625)	22.8% (N=200)
Total	N=4,461	Total	N=3,582	N=879

<sup>9</sup> Among those who selected “Other, please specify:” and provided a written descriptions, 10 were coded as White because they provided information about a white racial or ethnic identity, such as “Irish-German” or “Russian”; 29 were coded as Multiracial because they described themselves as “mixed” or with other indicators of a multiracial identity; 5 were identified as Hispanic or Latino/a from their descriptions; and 30 were marked as missing race/ethnicity information if they provided answers that do not correspond to race, such as “American” or “human”.

<sup>10</sup> Respondents who selected more than one racial identity were categorized as multiracial.

## Sex, Gender, and Sexual Orientation

The survey included three separate questions asking about respondents' current gender identity, sex assigned at birth, and sexual orientation or identity. The analysis category "non-binary" combines Trans Male/Trans Man, Trans Female/Trans Woman, Genderqueer/Gender Non-Conforming, and Other. The analysis category "LGBQ" combines Gay or Lesbian, Bisexual, Questioning, and Other.<sup>11</sup>

Current Gender Identity (select all that apply)

- Man
- Woman
- Trans Male/Trans Man
- Trans Female/Trans Woman
- Genderqueer/Gender Non-Conforming
- Other, please specify \_\_\_\_\_
- Decline to state

Sex Assigned at Birth

- Male
- Female
- Intersex
- Decline to state

Sexual Orientation or Identity

- Heterosexual or straight
- Gay or Lesbian
- Bisexual
- Questioning
- Other, please specify \_\_\_\_\_
- Decline to state

**Table A9. Gender Survey Response and Analysis Categories**

Response Categories	Analysis Categories		
	Total	Staff	Faculty
Man	27.5% (N=1,226)	Man 25.4% (N=910)	36.0% (N=316)
Woman	53.5% (N=2,388)	Woman 57.0% (N=2,041)	39.5% (N=347)
Trans Male/Trans Man	<0.1% (N=3)		
Trans Female/Trans Woman	<0.1% (N=2)		

<sup>11</sup> The survey used sex terms of "male" and "female", rather than gender terms of "man" and "woman," for the current gender identity question. All respondents who selected "male" are referred as "men" and all respondents who selected "female" are referred to as "women" throughout this report.

Genderqueer/Gender Non-Conforming	0.5% (N=20)	Trans*	0.6% (N=22)	0.8% (N=7)
Other	<0.1% (N=4)			
Decline to State	2.1% (N=94)	Missing	17.0% (N=609)	23.8% (N=209)
Missing	16.2% (N=724)			
Total	N=4,461	Total	N=3,582	N=879

**Table A10. Sex Survey Response and Analysis Categories**

Response Categories		Analysis Categories		
	Total		Staff	Faculty
Male	27.4% (N=1,222)		-	-
Female	53.8% (N=2,400)		-	-
Intersex	<0.1% (N=3)		-	-
Decline to State	2.5% (N=113)	Missing	17.8% (N=639)	24.4% (N=214)
Missing	16.2% (N=723)			
		Cisgender <sup>12</sup>	81.4% (N=2,917)	74.7% (N=657)
		Not Cisgender	0.7%	0.9%

<sup>12</sup> Respondents were categorized as cisgender if their responses to “sex at birth” and “current gender identity” were male and man, or female and woman, respectively. The cisgender category is not mutually exclusive from the gender identity categories used in the analyses.

		(N=26)	(N=8)
Total	N=4,461	N=3,582	N=879

**Table A11. Sexual Orientation Survey Response and Analysis Categories**

Response Categories	Analysis Categories		
	Total	Staff	Faculty
Heterosexual or Straight	72.3% (N=3,227)	Heterosexual or Straight 73.1% (N=2,618)	69.3% (N=609)
Gay or Lesbian	3.2% (N=144)		
Bisexual	2.2% (N=100)		
Questioning	0.3% (N=15)	LGBQ 6.6% (N=237)	5.7% (N=50)
Other	0.6% (N=28)		
Decline to State	4.2% (N=189)	Missing 20.3% (N=727)	25.0% (N=220)
Missing	17.0% (N=758)		
Total	N=4,461	Total N=3,582	N=879

## Citizenship Status

The survey included a question asking about respondents' citizenship status. The analysis category "non-citizen" combines Permanent Resident and Non-resident Alien.

### Citizenship Status

- U.S. Citizen (native born or naturalized)
- Permanent Resident
- Non-resident Alien

**Table A12. Citizenship Status Survey Response Categories and Categories for**

Response Categories		Analysis Categories		
	Total		Staff	Faculty
U.S. Citizen	80.9% (N=3,609)	U.S. Citizen	82.6% (N=2,959)	74.0% (N=650)
Permanent Resident	2.6% (N=117)	Non-citizen	2.9% (N=102)	7.7% (N=68)
Non-resident Alien	1.2% (N=53)			
Missing	15.3% (N=682)	Missing	14.5% (N=521)	18.3% (N=161)
Total	N=4,461	Total	N=3,582	N=879

## Disability Status

The survey included a question asking respondents if they identify as having any physical, learning, or psychological disabilities that affect their experiences in the workplace.

Do you identify as having any physical, learning, or psychological disabilities that affect your experiences in the workplace?

- Yes
- No

**Table A13. Disability Status Survey Response Categories and Categories for Analysis**

Response Categories		Analysis Categories		
	Total		Staff	Faculty
Yes	9.4% (N=417)	Yes	10.2% (N=364)	6.0% (N=53)
No	75.5% (N=3,370)	No	75.7% (N=2,712)	74.9% (N=658)
Missing	15.1% (N=674)	Missing	14.1% (N=506)	19.1% (N=168)
Total	N=4,461	Total	N=3,582	N=879

## Political Orientation

The survey included a question asking respondents how they characterize their political orientation. The analysis category “Liberal” combines Very Liberal, Liberal, and Slightly Liberal. The analysis category “Conservative” combines Very Conservative, Conservative, and Slightly Conservative.

How would you characterize your political orientation?

- Very liberal
- Liberal
- Slightly liberal
- Moderate or middle of the road
- Slightly conservative
- Conservative
- Very conservative
- Other, please specify: \_\_\_\_\_

**Table A14. Political Orientation Survey Response Categories and Categories for**

Response Categories	Analysis Categories		
	Total	Staff	Faculty
Very Liberal	11.2% (N=499)		
Liberal	24.9% (N=1,112)	Liberal 44.6% (N=1,599)	55.3% (N=486)
Slightly Liberal	10.6% (N=474)		
Moderate or Middle of the Road	16.9% (N=755)	Moderate 18.6% (N=665)	10.2% (N=90)
Slightly Conservative	5.9% (N=264)		
Conservative	7.2% (N=321)	Conservative 15.7% (N=563)	9.3% (N=82)
Very Conservative	1.3% (N=60)		

Other	2.8% (N=126)	Other	2.6% (N=93)	3.8% (N=33)
Missing	19.1% (N=850)	Missing	18.5% (N=662)	21.4% (N=188)
Total	N=4,461	Total	N=3,582	N=879

## Religious Affiliation

The survey included a question asking respondents about their religious or spiritual affiliation or preference. The analysis category “Non-religious” combines No Preference and Agnostic/Atheist. The analysis category “Other” combines Buddhist, Hindu, Jewish, Muslim, Spiritual, and Other.

### Religious/spiritual affiliation preference

- No preference
- Agnostic/Atheist
- Buddhist
- Christian (e.g. Catholic, Protestant)
- Hindu
- Jewish
- Muslim
- Spiritual (no specific religion)
- Other, please specify: \_\_\_\_\_

**Table A15. Religious Affiliation Survey Response Categories and Categories for**

Response Categories		Analysis Categories		
	Total		Staff	Faculty
No Preference	12.6% (N=561)	Non-religious	23.4% (N=838)	30.9% (N=272)
Agnostic/Atheist	12.3% (N=549)			
Christian	45.6% (N=2,032)	Christian	48.1% (N=1,724)	35.0% (N=308)
Buddhist	0.8% (N=36)			
Hindu	0.5% (N=24)			
Jewish	1.1% (N=51)	Other Religion	11.6% (N=414)	12.7% (N=112)
Muslim	0.6% (N=27)			
Spiritual	7.1% (N=317)			
Other	1.6% (N=71)			
Missing	17.8% (N=793)	Missing	16.9% (N=606)	21.3% (N=187)
<b>Total</b>	<b>N=4,461</b>	<b>Total</b>	<b>N=3,582</b>	<b>N=879</b>